

**AN INTERPERSONAL METAFUNCTION ANALYSIS OF PERSUASIVE  
SPEECHES PRODUCED BY SPEAKING 4 CLASS STUDENTS OF  
ENGLISH EDUCATION DEPARTMENT OF YOGYAKARTA STATE  
UNIVERSITY IN THE ACADEMIC YEAR OF 2012/2013**

**A Thesis**

**Submitted as a Partial Fulfillment of the Requirements for the Attainment of the  
Degree of *Sarjana Pendidikan* in English Education**



**by:**

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YOGYAKARTA STATE UNIVERSITY**

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**APPROVAL SHEET**

**AN INTERPERSONAL METAFUNCTION ANALYSIS OF PERSUASIVE  
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EDUCATION DEPARTMENT OF YOGYAKARTA STATE UNIVERSITY IN  
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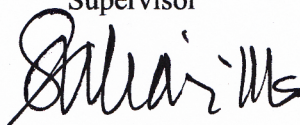
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## RATIFICATION SHEET

### AN INTERPERSONAL METAFUNCTION ANALYSIS OF PERSUASIVE SPEECHES PRODUCED BY SPEAKING 4 CLASS STUDENTS OF ENGLISH EDUCATION DEPARTMENT OF YOGYAKARTA STATE UNIVERSITY IN THE ACADEMIC YEAR OF 2012/2013

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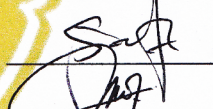
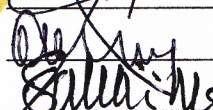
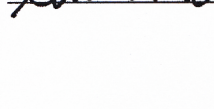

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Produced by Speaking 4 Class Students of English Education  
Department of Yogyakarta State University in The Academic Year of  
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Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

Yogyakarta, 12 September 2013

Penulis,



Denny Toto Prasetyo

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## **DEDICATIONS**

**This thesis is dedicated to:**

**My beloved mother and father, from whom I get so much love.**

**“I'm gonna be someone one day for you mom, dad,  
so you can walk down the street and be proud.”**

## MOTTOS

“Certainly, Allah loves those who put their trust (in Him).”

(Q. S. Al Imran: 159)

“So verily, with the hardship, there is relief,

verily, with the hardship, there is relief.”

(Q.S. Al - Insyirah: 5-6)

“Reach high, for stars lie hidden in your soul.

Dream deep, for every dream precedes the goal.”

(P. vaul Starr)



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Yogyakarta, September 12, 2013

Denny Toto Prasetyo



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**ABSTRACT**

The objective of this study is to describe the interpersonal metafunction characteristics of speeches produced by Speaking 4 class students of English Education Department of Yogyakarta State University in the academic year of 2012/2013 in a topic of electoral campaign. The concerns of this study are related to the students' ability in positioning themselves and in emphasizing their propositions and proposals. In relation to those issues, this study investigates the mood types, the person systems, and the modal commitments realized in their speeches. This study employs a qualitative technique. There are 264 data which are investigated in this study from nine randomly-selected persuasive speeches produced by Speaking 4 class students from three different classes. The data collection technique used in this study is unobtrusive measures in which the researcher gathers the data from the videos of the students' speech performances. Those data are then analyzed using a data analysis sheet consisting of the categorizations of the data based on the mood types, the person systems, and the modal commitments.

Based on the investigation of the students' speeches, this study finds that the dominant mood type of the students' speeches is the declarative one with 249 occurrences, or 94.32%. This study also discovers that most of the students employ the first person system with 219 occurrences, or 76.84%. The use of the median modal commitment also dominates the modal commitments realized in their speeches with 83 occurrences, or 69.17%. Based on the findings and based on the other studies on public speeches, this study concludes that generally the students' speeches in terms of the interpersonal metafunction are appropriate.

## **CHAPTER I**

### **INTRODUCTION**

#### **A. Background of the Study**

The need of professional English teachers in Indonesia nowadays keeps growing up. The globalization makes this phenomenon inescapably happen since English is needed as a means of international communication. Furthermore, the revolution in language teaching and learning which many experts suggest that teaching language is not merely teaching grammar in isolated context but it should be taught communicatively based on its context and function starts to change educational practitioners' and the government's views about English teaching. They start to realize that teaching language is not only a matter of teaching the grammatical rules like many teachers did in the past but more importantly how to make the students able to perform language appropriately in context. These views are now reflected in the background of the Standard of Competence and Basic Competence of English subject of junior high school and senior high school in which the government, in this case the Ministry of Education and Culture, emphasizes the improvement of students' performative, functional, informational, and epistemic literacy levels.

The English Education Department of Yogyakarta State University as an English teacher training institution, tries to fulfill the need of this globalization

era and also the government's policy by preparing its students to be professional English teachers based on the recent language teaching paradigms, including preparing their speaking skills. One of the speaking skills that is trained in this institution is public speaking since it has a prominent role in every society, especially in democratic countries. More importantly, the Indonesian Ministry of Education and Culture also concerns the importance of English speech skill by putting it on the Standard of Competence and Basic Competence for 3<sup>rd</sup> year senior high school students.

Public speaking especially in the form of speeches has shown an outstanding influence on many societies. Many people get more opportunities to get certain important positions (e.g. a president, a prime minister, a governor, etc.) because of their good ability in delivering speeches by which they are able to convince others that they have qualities. Many facts prove this, for example, Winston S. Churchill, Martin Luther King Jr., Margareth Thatcher, Bung Karno, and recently Barack Obama who, by their speeches, could influence so many people.

Therefore, English Education Department of Yogyakarta State University, as stated in the Curriculum, trains speech skill to its students in 3<sup>rd</sup> and 4<sup>th</sup> semesters in order to prepare them to be able to perform and later on to train good speeches to their students. One kind of the speeches that is trained to them and is investigated in this study is a persuasive speech in which the students of 4<sup>th</sup>

semester have to perform a speech to convince other people that they deserve to get a certain political position. It requires them to be able to send their messages and ideas to a large number of people in an appropriate interaction.

However, a thorough study investigating the appropriateness of the 4<sup>th</sup> semester students' speeches has not yet been carried out by this institution nor any researchers in this academic year of 2012/2013. The evaluations of the students' speech performances are merely done by the respective speaking lecturers in terms of the accuracy of the grammatical patterns and pronunciation, the fluency, and the content of the speeches. Less attention is paid to the issue of appropriateness which is also important since students have to interact with various people that requires them to perform the appropriate language. Thus, a further study investigating the appropriateness of the language of speeches performed by 4<sup>th</sup> semester students of English Education Department of Yogyakarta State University needs to be conducted.

## **B. Identification of the Problem**

In performing speeches, students may face some issues that can affect the appropriateness of their speeches they make in the classrooms. Some of those issues are choices of words, intonations, sentence structures, contexts, coherence, and language interactions.

1. **Choices of Words.** This problem deals with how the students choose lexical terms, high/low frequency words, polysemy, and idiomatic words in their speeches. It can be problematic if the students use too many lexical terms, low frequency words, polysemy, and idiomatic words in their speeches without considering the audiences' backgrounds since those all can complicate the audiences in getting the messages. It also deals with the issue of collocation. Inappropriate combination of words can make the speeches not natural.
2. **Intonations.** This problem deals with how the students use rising and falling intonations in their speeches. Intonation is an important aspect of spoken language since it brings additional meanings to the messages being delivered. An inappropriate use of intonation will make the audiences misinterpret the messages being delivered.
3. **Sentence Structures.** This problem deals with how the messages are structured in the speeches. Speeches which are ungrammatically structured can confuse and can make the audience misinterpret the meanings. It can also be problematic if the students uses too many embedded clauses since it can confuse the audiences to get the main idea.
4. **Contexts.** This problem deals with how the speeches are relevant to the contexts where the speeches are delivered. The first thing to consider is the purpose of the speeches delivery. The content of the speeches should be relevant to the purpose of the speeches delivery. Another thing to



consider is the audience's background. The content of the speeches should be relevant to the audience's and the community's backgrounds. If the content of the speeches does not meet those two issues, the speeches will not get much attention from the audience.

5. **Coherence.** This problem deals with how the students organize the speeches in order to make the messages coherent. Incoherent organization of the utterances will make the audiences difficult to get the messages.
6. **Language Interaction.** This problem deals with how the students take a stance over the audiences, express their point of view, and show their certainty about the messages they deliver. By using some expressions which are realized through lexical choices, the students may express their emotions which can give additional meanings to the messages. Inappropriate use of lexical choices which realize language interaction will make the emotional effects of the speeches may not be expressed well.

### **C. Limitation of the Problem**

Due to so many factors affecting the appropriateness of the students' speeches and due to the limitation of the researcher's knowledge, this study limits its investigation on the interactions realized in the language of the speeches, particularly in the choices of lexical items which is in the microlinguistic level. It

is because the success of a speech is determined very much by the interactions made by the speaker. The elements of interactions such as the intimacy, authoritativeness, and certainty have shown an important role in the success of speeches delivered by many public figures as what have been mentioned earlier.

In Systemic Functional Linguistics, interactions realized in language are related to the interpersonal metafunction of language. Therefore, by using the SFL theory of language metafunctions, this study tries to describe the interpersonal metafunction characteristics of speeches performed by Speaking 4 class students of English Education Department of Yogyakarta State University in the academic year of 2012/2013 in a topic of electoral campaign.

#### **D. Formulation of the Problem**

By virtue of the limitation of the problem, the characteristics of the students' speeches in terms of the interpersonal metafunction can be drawn based on the research questions that are formulated as follows.

1. What is the dominant mood type among the students' speeches?
2. How does the selection of the person systems influence the interpersonal metafunction of the speeches?
3. How do the speeches realize the modal commitments?

### **E. Objectives of the Study**

In accordance with the problems formulated above, the objectives of this study are:

1. to reveal the dominant mood type among the students' speeches;
2. to investigate the influence of the selection of the person systems to the interpersonal metafunction of the speeches; and
3. to investigate the modal commitments realized in the speeches.

### **F. Significance of the Study**

This study is expected to give valuable contributions theoretically and practically to the following parties.

1. To the Systemic Functional linguists and researchers, this study is expected to give an additional reference regarding to the realization of the interpersonal metafunction in speeches performed by English Education students.
2. To the English Education Department authority, this study is expected to give a valuable insight about the quality of their students' speeches in terms of the interpersonal metafunction that can be a consideration in making a policy.
3. To lecturers of speaking classes, this study is expected to give a valuable insight about the quality of their students' speeches in terms of the interpersonal metafunction that can be a consideration in evaluating the classrooms' teaching and learning processes and also to give an outlook on the usefulness of employing systemic functional linguistics analyses,

especially the interpersonal metafunction analysis, in evaluating their students' speaking performances.

4. To the students of Speaking 4 class, this study is expected to give an additional evaluation that can be used as a reflection of the quality of their speech performances and also to give an outlook on the usefulness of utilizing systemic functional linguistics analysis, especially the interpersonal metafunction analysis, in evaluating speaking performances that can be useful when they become an English teacher.

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

#### **A. Theoretical Description**

##### **1. Systemic Functional Linguistics**

Systemic Functional Linguistics (SFL), or also known as Systemic Functional Grammar (SFG), is a theory which is advocated by M. A. K. Halliday. Many different perspectives are provided in this theory comparing to the traditional grammar. The most prominent difference between both theories is that in SFL, categories are made based on the functions of each constituent, not only based on merely the parts of speech of each word. Moreover, SFL also has its own idea about text and context.

Halliday and Hasan say that people speak and write in text. The term ‘text’ itself refers to “any instance of language, in any medium, that makes sense to someone who knows the language” (1976, in Halliday & Matthiessen, 2004:3). They (1985, in Butt et al., 2000:3) also argue that text is “language that is functional.” From those definitions, it is clear that SFL views ‘text’ not in a traditional perspective of language which view ‘text’ as a written text. Instead, SFL views ‘text’ as any forms which carry meanings and which have certain purposes.

Halliday (1985:xiii) states some reasons why language is functional. The first reason is each text unfolds in some context of use. Furthermore, texts are not arbitrary, they have their own rules in the way they are organized based on the human needs. The second reason is the fundamental parts of meanings in language are functional. There are three metafunctions in language that are the manifestations of fundamental purposes in language: ideational, interpersonal, and textual metafunctions. Thirdly, he views each constituent of the language contributes as an organic configuration of functions. Those three reasons then become the basis of the SFL views on language.

#### **a. Contexts**

The role of context in determining the functions of a language is very important. Eggins (2004:7) emphasizes the importance of context by arguing that language and context are interrelated. The interrelatedness between language and context occurs because the language choice is influenced by the context in which the language occurs (Butt et al. 2000:2). Therefore, a good language/text is a language/text which is appropriate to its context. Butt et al. argue “a text is a harmonious collection of meanings appropriate to its context” (2000: 3). By making a collection of meanings appropriate to its context, it is expected that the language produced will reflect the expected function. In SFL, there are two contexts in which a text occurs: context of culture and context of situation.

The context of culture is “the sum of all the meanings it is possible to mean in that particular culture” (Butt et al., 2000: 3). In context of culture, the social and the cultural backgrounds where the language is produced and the participants’ beliefs of the fundamental social meanings and cultural values are reflected (Morley, 2000: 10). Genre comes as the representation of context of culture which brings the types of the social characteristics to a text within a cultural environment (Morley, 2000: 10).

Inside the context of culture, there lies the context of situation in which there are extralinguistic features of the text that make the text what it is. The speakers and writers use those features “to construct texts of different varieties, and that their audience use to classify and interpret” (Butt, et al., 2000:4). Systemic Functional Linguistics then divides the context of situation into three parameters: field, tenor, and mode.

Field : The topic being talked, the purposes and the goals of the text.

Tenor : The role of each participant and the relationships among them.

Mode : The organization, kind, and medium of the text.

Among those three parameters, only one of them needs to be different to create a substantially different text. Butt, et al. (2000:5) give an illustration of this by comparing a job application letter and a letter to a friend talking about our expectation of getting the job. They argue that both texts have the same topic:



about a job application (field), the same mode: in the form of letter (mode), but both are different in terms of the relationship between the reader and the writer (tenor). The difference from the tenor aspect makes both letters regarded as different texts.

### **b. Language Functions**

As mentioned previously, there are three metafunctions of language: ideational, interpersonal, and textual metafunctions. Those metafunctions serve as the manifestations of the major purposes of language.

In ideational metafunction, language construes human experiences (Halliday & Matthiessen, 2004: 29; Butt et al., 2000:5). Those human experiences are the pictures of reality which draw the things, events, and circumstances that each person faces in their lives. This metafunction answers the question: “Who does what to whom under what circumstances?” (Butt, et al., 2000: 46). Thompson (1996:76) has another illustration of ideational metafunction by stating that people use language to talk about the external world (things, events, qualities, etc) and the internal world (thoughts, beliefs, feelings, etc).

The ideational metafunction can be broken down into two categories: experiential and logical functions. Morley (2000:11) explains that the experiential function is “the one whereby a speaker expresses the propositional content elements of his/her utterance”. He also argues (2000:11) that in activating the

experiential function, a speaker talks about “people, objects and abstractions, actions, events and states, features and qualities, and relationships of location, time, manner, reason, etc.” Below is an example of the experiential content of a sentence:

(participant)	(process)	(participant)	(circumstance)
<b>Agent</b>	<b>action</b>	<b>goal</b>	<b>location</b>
John	planted	a vine	in the green house.

The second category of ideational metafunction is logical function. This function “relates the propositional ideas and elements of these ideas to each other on an equal or subordinate basis” which shows relationships of “coordination, subordination, apposition, and modification” (Morley, 2000: 12).

The interpersonal metafunction will be discussed thoroughly later since it is the main focus of this study.

The last metafunction, the textual metafunction, helps us to organize the text we produce into a coherent and cohesive unit and make it relevant to our experiences and to its context. Through the textual metafunction, one can draw a thematic structure to each element of the clause content by highlighting the element(s) in first position and giving it thematic prominence (Morley, 2000: 14). There are three distinctions of theme: topical, interpersonal, and textual. The

topical theme is anything which has to do “with the information conveyed in the discourse”; interpersonal theme shows the one’s attitudes; and textual theme “links a clause to the rest of the discourse” (Nunan, 1993: 46).

### c. Interpersonal Metafunction

The basis of this research is interpersonal metafunction analysis which comes up from interpersonal metafunction of language. The interpersonal metafunction reflects the tenor parameter and enacts our personal and social relationships with other people we interact with (Morley, 2000: 12; Halliday & Matthiessen, 2004: 29). It also reflects the fundamental types of speech role: giving and demanding in which the commodity being exchanged can be goods & services or information (Halliday & Matthiessen, 2004: 107). Table 2.1 shows those two fundamental types of speech role.

**Table 2.1: Speech Roles and Commodities in Interaction**

<b>Role in exchange</b>	<b>commodity exchanged</b>	
	<b>(a) goods and services</b>	<b>(b) information</b>
(i) giving	‘offer’ Would you like this teapot?	‘statement’ He’s giving her teapot.
(ii) demanding	‘command’ Give me that teapot!	‘question’ What is he giving her?

*Source:* Halliday & Matthiessen, 2004:107

In analyzing the interpersonal metafunction, Halliday formulates an analysis in which the parts of a clause are broken down into mood and residue elements. This analysis can be called mood analysis.

### **1) The Mood Element**

The Mood element consists of Subject and Finite. Both of them bring “the main burden of interpersonal meanings” (Butt et al., 2000:88). This element plays a prominent role in interpersonal meanings because it affects the mood type performed by a speaker that reflects his/her intention.

#### **a) The Subject**

The Subject may be a nominal group, a personal pronoun, or an embedded clause. It expresses the entity of the validity of the clause proposition that can be affirmed or denied (Halliday & Matthiessen, 2004, 111; Thompson, 1996:45). The way to identify the Subject is by making a tag in the sentence and the Subject will be recognized from the reference that the pronoun in the tag refers to. For example,

Figure 2.1: **Tag Showing the Subject**

The duke	Has	given away that teapot,	hasn't	He?
Subject	Finite		Finite	Subject

*Adapted from: Halliday & Matthiessen, 2004:107*

### b) The Finite

The Finite is one of the verbal operators expressing tense, modality, and polarity (Gerot & Wignel, 1994:25; Halliday & Matthiessen, 2004: 111). Tense explains about the time when an event did/does/will or should occur. Modality shows the speaker's judgment of the probabilities in what he/she is saying. Polarity shows whether a proposition is positive or negative. Thompson (1996:45) gives comment on tense, modality, and polarity that those three claim the validity of the propositions that are open to confirmation or rejection by the listeners. Based on those three aspects, the Finite can be expressed through three features: temporal operators, modal operators, and polarity. Table 2.2 shows the list of finite verbal operators with regards to temporal operators, modal operators, and polarity.

Table 2.2: Finite Verbal Operators

<b>Temporal Operators:</b>			
	<b>Past</b>	<b>Present</b>	<b>Future</b>
<b>Positive</b>	did, was, had, used to	does, is, have	Will, shall, would, should
<b>Negative</b>	didn't, wasn't, hadn't, didn't + used to	doesn't, isn't, hasn't	won't, shan't, wouldn't, shouldn't
<b>Modal Operators:</b>			
	<b>Low</b>	<b>Median</b>	<b>High</b>

<b>Positive</b>	can, may, could, might, (dare)	Will, would, should, is/was to	must, ought to, need, has/ had to
<b>Negative</b>	needn't, doesn't/didn't + need to, have to	won't, wouldn't, shouldn't, (isn't/wasn't to)	mustn't, oughtn't to, can't, couldn't, (mayn't, mightn't, hasn't/hadn't to)

Source: Halliday & Matthiessen, 2004: 116

Below are three examples of mood analysis in the level of mood element.

In Figure 2.2, the clause uses temporal operator '*is*' to show present time. In

Figure 2.3, the clause uses temporal operator '*will*' to show future time. In Figure

2.4, the clause uses the past form of verb '*like*' to show past time.

Figure 2.2: A Clause with a Present Temporal Operator

He	Is	a teacher.
Subject	Finite (present)	
Mood	Residue	

Figure 2.3: A Clause with a Future Temporal Operator

He	will	buy	a car.
Subject	Finite (future)		
Mood		Residue	

Figure 2.4: A Clause with a Past Temporal Operator

You	liked	the music,	didn't	you?
Subject	Finite (past)		Finite	Subject
Mood	Residue		Mood Tag	

## 2) The Residue Element

The residue element consists of three kinds of functional components: predicator, complement, and adjunct (Halliday & Matthiessen, 2004: 121). There can be only one predicator in the residue element (Halliday & Matthiessen, 2004: 121; Thompson 1996: 50). The residue brings the proposition of a clause but does not bring the interactive event of it.

### a) The Predicator

The predicator is a verbal group without verbal operators which expresses tense or modality. It is the “basis of predication or validation of the rest of the clause” (Butt, et al., 2000: 92). According to Halliday and Matthiessen (2004:122), there are four functions of the Predicator: (1) to specify the ‘secondary’ tense; (2) to specify various other aspects and phases, e.g. seeming, trying, and hoping; (3) to specify the voice; and (4) to specify the process (action, material, mental, relation process).

### **b) Complement**

A complement is a nominal group that completes “the argument set up in the clause” (Butt, et al., 2000: 92) and it has the potential to be a Subject. The complement usually answers the questions “is/had what”, “to whom”, and “did to what”. However, there is a kind of complement that cannot be a Subject, i. e. the Attribute in relational process (Thompson 1996:51), such as in *watching an action movie is always entertaining*. In that example, the complement ‘*entertaining*’ cannot be a Subject because it is regarded as an attribute in relational process.

### **c) Adjunct**

An adjunct is an adverbial group, nominal group, or prepositional phrase that serves as a circumstance in experiential meaning that has no potential of being a Subject (Butt, et al., 2000: 92; Halliday & Matthiessen, 2004: 123). There are four kinds of adjuncts: mood adjuncts, circumstantial adjuncts, comment adjuncts, and conjunctive adjuncts. The ones that fall in the residue element are the circumstantial adjuncts which answer the questions ‘how’, ‘when’, ‘where’, and ‘by whom’ (Gerot & Wignell, 1994).

Figure 2.5 is an example of mood analysis in the level of mood element and residue element.



Figure 2.5: **An Example of Mood Analysis**

Sister Susie	's	sewing	shirts	for soldiers.
Subject	Finite	Predicator	Complement	Adjunct
Mood		Residue		

*Source:* Halliday & Matthiessen 2004:121

### 3) Other Kinds of Adjuncts

As mentioned earlier, besides circumstantial adjuncts, there are three more kinds of adjuncts: mood adjuncts, comment adjuncts, and conjunctive adjuncts. Mood adjuncts and comment adjuncts have an interpersonal function and fall within mood analysis. Therefore, both of them are regarded as modal adjuncts. On the contrary, conjunctive adjuncts fall outside mood analysis because they serve as discourse markers that are related to textual function, not interpersonal function (Thompson, 1996:55). Table 2.3 presents the relationships among the language metafunctions, the three types of adjuncts, and the Mood structure.

Table 2.3: **Metafunctions and Types of Adjuncts**

Metafunction	Type of Adjunct	Location in Mood Structure
experiential	circumstantial adjunct	in Residue
interpersonal	modal adjunct	in mood or comment
Textual	conjunctive adjunct	(not in mood structure)

*Source:* Halliday & Matthiessen 2004:125

### a) Mood Adjunct

Mood adjuncts convey interpersonal meanings and are related to the finite verbal operator meanings. They express temporality, intensity, and modality. Temporality deals with interpersonal time that relates either to the time itself or “to an expectation with regard to the time issue.” Intensity deals with the degree of expectation which may be total, high degree, or low degree; and counterexpectancy which are either ‘limiting’ or ‘exceeding’ what is to be expected. Modality deals with something that has intermediate degree (Halliday & Matthiessen, 2004: 127). The three tables below present examples of adverbs serving as mood adjuncts of temporality (Table 2.4), examples of adverbs serving as mood adjuncts of intensity (Table 2.5), and examples of adverbs serving as mood adjuncts of modality (Table 2.6).

**Table 2.4: Adverbs Serving as Mood Adjuncts of Temporality**

	<b>remote</b>	<b>Near</b>
<b>future</b>	eventually	Soon
<b>non-future</b>	Once	Just

	<b>since</b>	<b>By</b>
<b>Positive</b>	Still	Already
<b>Negative</b>	no longer	not yet

*Source: Halliday & Matthiessen 2004:128*

Table 2.5: **Adverbs Serving as Mood Adjuncts of Intensity**

<b>Degree</b>	Total	totally, utterly, entirely, completely
	High	quite, almost, nearly
	Low	scarcely, hardly
<b>Counterexpectancy</b>	Exceeding	even, actually, really, in fact
	Once	just, simply, merely, only

*Source:* Halliday & Matthiessen 2004:129

Table 2.6: **Adverbs Serving as Mood Adjuncts of Modality**

	<b>Median</b>	<b>outer: high</b>	<b>outer: low</b>
<b>probability</b>	Probably	Certainly, definitely; no way (no how)	Possibly, perhaps, maybe, hardly
<b>usuality</b>	Usually	always; never	sometimes, occasionally; seldom, rarely

*Source:* Halliday & Matthiessen 2004:128

### **b) Comment Adjunct**

Comment Adjuncts express the attitude of the speaker's to the whole proposition of the clause or to a particular speech function. In expressing the speaker's attitude to the whole proposition of the clause, they occur only in declarative clauses and are located in the same clauses as the mood adjuncts. They comment on either the whole proposition or on the role played by the

Subject. Comment adjuncts in the whole proposition can be asseverative or qualificative; while in the Subject's role, comment adjuncts can be wisdom or morality (Halliday & Matthiessen, 2004:131).`

In expressing the speaker's attitude to a particular speech function, comment adjuncts occur in either declarative or interrogative clauses. In declarative clauses, "they express the speaker's angle", while in interrogative clauses "they seek the angle of the listener" (Halliday & Matthiessen, 2004:131). In a clause, they are located in the initial or the final position. They also can be classified into qualified (can be expanded by ~speaking) and unqualified (cannot be expanded by ~speaking) (Halliday & Matthiessen, 2004:131). Table 2.7 presents some examples of adverbs serving as comment adjunct.

**Table 2.7: Examples of Adverbs Serving as Comment Adjunct**

Type					examples of adverbs
propositional	on whole	asseverative	Natural		naturally, inevitably, of course
			Obvious		obviously, clearly, plainly, of course
			Sure		doubtless, indubitably, no doubt
		qualificative	prediction	Predictable	unsurprisingly, predictably, to no one's

					surprise	
				Surprising	surprisingly, unexpectedly	
				presumption	Hearsay	evidently, allegedly, supposedly
					Argument	arguably
			desirability	Guess	presumably	
				desirable: luck	luckily, fortunately	
					desirable: hope	hopefully
			undesirable	sadly, unfortunately		
	on subject	wisdom	Positive		wisely, cleverly	
			Negative		foolishly, stupidly	
		morality	Positive		rightly, correctly, justifiably	
			Negative		wrongly, unjustifiably	
speech- functional	unqualified	persuasive	Assurance		truly, honestly, seriously (+tone 1)	
			Concession		admittedly, certainly, to be sure (+tone 4)	
		factual			actually, really, in fact, as a matter of fact	

	qualified	Validity		generally, broadly, roughly, ordinarily, by and large, on the whole
		personal engagement	Honesty	frankly, candidly, honestly, to be honest
			Secrecy	confidentially, between you and me
			Individuality	personally, for my part
			Accuracy	truly, strictly
			Hesistancy	tentatively

*Source:* Halliday & Matthiessen, 2004: 130

#### 4) Vocative

Vocative is a nominal group which enacts the participation of the addressee in the clause (Halliday & matthiessen, 2004: 135; Bloor & Bloor, 2004:289; Matthiessen, C.M.I.M., Teruya, K., & Marvin, L., 2010: 239). Halliday and Matthiessen (2004:134) mention two functions of vocative: to mark the interpersonal relationship and to be a text signal. Although the presence of vocative is to mark the interpersonal relationship and although it is labelled in interpersonal analysis, it is not a part of Mood element nor Residue element because it belongs to interpersonal theme which is related to textual function

(Butt et al., 2000:93; Bloor & Bloor, 2004:78; Halliday & Matthiessen, 2004).

Below are two examples of clauses which use vocative. In the first example, the clause uses *Andrew* as its vocative; in the second example, the clause uses *mom* as its vocative.

*Andrew*, did you borrow my pen?

I love you, *mom*.

### **5) Mood Types**

Mood types in English depend on the position of the Subject and the Finite in the clause. There are two main categories in mood types: indicative and imperative moods (Gerot & Wignell, 1994; Halliday & Matthiessen, 2004). Each of them has different arrangements and functions.

#### **a) Indicative Mood**

Indicative mood is used to exchange information (Halliday & Matthiessen, 2004: 114). It is formed from the arrangement of Subject and Finite. Two possibilities are made from the arrangement of Subject and Finite. They are declarative and interrogative moods.

#### **(1) Declarative**

Declarative is the characteristic expression of a statement (Halliday & Matthiessen, 2004: 114). In the declarative mood, the Subject is followed by

Finite, as illustrated by Figure 2.6. In Figure 2.6, the Subject '*the motorcycle*' is followed by the Finite '*had*'. However, there is a marked arrangement of declarative which is when the Finite is followed by the Subject, as illustrated by Figure 2.7.

Figure 2.6: **Structure of Declarative**

The motorcycle	Had	two bicycle wheels.
Subject	Finite	Complement
Mood	Residue	

Figure 2.7: **Marked Arrangement of Declarative**

Then	Came		the production line.
	Predicator	Finite	Subject
	Residue	Mood	

*Adapted from: Gerot & Wignell, 1994: 39*

In declarative, there is also another form that uses what or how. This type is called exclamative. In this type, 'what' serves as a complement, as illustrated by Figure 2.8; while 'how' serves as an adjunct, as illustrated by Figure 2.9.

Figure 2.8: **What as a Complement**

What a beautiful garden	It	is.
-------------------------	----	-----



Complement	Subject	Finite
Residue	Mood	

Figure 2.9: *How* as an Adjunct

How difficult	the final exams	are.
Adjunct	Subject	Finite
Residue	Mood	

## (2) Interrogative

Another one that belongs to indicative mood is interrogative mood. Interrogative mood is the characteristic expression of a question (Halliday & Matthiessen, 2004: 114). There are two types that belong to interrogative mood: polar (yes/no questions) and Wh-questions. Polar type is an arrangement where the Finite is followed by the Subject, as illustrated by Figure 2.10 in which the Finite ‘are’ precedes the Subject ‘you’.

Figure 2.10: **Structure of Polar Interrogative**

Are	You	Okay?
Finite	Subject	Complement
Mood		Residue

Wh-question is a type where Wh element that serves as either the Subject, the complement, or the adjunct is located at the initial position of a clause and

then is followed by Finite. Figure 2.11 illustrates an interrogative clause which uses Wh element '*who*' serving as the Subject of the clause. Figure 2.12 illustrates an interrogative clause which uses Wh element '*whose*' as the Complement. Figure 2.13 illustrates an interrogative clause which uses Wh element '*where*' serving as the Adjunct.

Figure 2.11: **Interrogative Clause with *Wh* Element as the Subject**

Who	Killed		him?
Subject/Wh	Finite	Predicator	Complement
Mood		Residue	

Figure 2.12: **Interrogative Clause with *Wh* Element as the Complement**

Whose daughter	Are	You?
Complement/Wh	Finite	Subject
Residue	Mood	

Figure 2.13: **Interrogative Clause with *Wh* Element as the Adjunct**

Where	have	You	been?
Adjunct/Wh	Finite	Subject	Predicator
		Mood	Residue

### b) Imperative Mood

Unlike indicative mood, imperative mood is used to exchange goods and services (Halliday & Matthiessen, 2004: 138). In imperative mood, the Mood element can consist of Finite + Subject, as illustrated by Figure 2.14; Subject only, as illustrated by Figure 2.15; Finite only, as illustrated by Figure 2.16; or no Mood element at all, as illustrated by Figure 2.17. However, a predicator should always be in the clause. Imperative mood can be in the form of command or offer; however, there is no any grammatical rule restricted respectively.

Figure 2.14: **Imperative Mood with Finite + Subject in the Mood Element**

Don't	You	Believe	it.
Finite	Subject	Predicator	Complement
Mood		Residue	

Figure 2.15: **Imperative Mood with only Subject in the Mood Element**

Let's	go	home,	shall	We?
Subject	Predicator	Adjunct	Finite	Subject
Mood	Residue		Mood Tag	

Figure 2.16: **Imperative Mood without Mood Element**

Come	into my parlour,	will	You?
Predicator	Adjunct	Finite	Subject
Residue		Mood Tag	

Figure 2.17: **Imperative Mood with only Finite in the Mood Element**

Do	take	care,	won't	You?
Finite	Predicator	Complement	Finite	Subject
Mood	Residue		Mood Tag	

(adapted from: Halliday & Matthiessen, 2004:140)

## 6) Personal Pronouns

Speaker's choice of pronouns also plays an important role in expressing interpersonal interaction. Halliday and Matthiessen (2004:328) argue that interpersonal meanings are also embodied in the person system; one of them is pronouns. Some studies of interpersonal meanings of speeches (Lin, 2011; Wang 2010) show that the choice of personal pronouns affects the relationship between the speaker and the audiences in which personal pronouns can reflect the intimacy

between the speaker and the audiences and also reflect the authority of the speaker.

### **7) Polarity and Modality**

As mentioned earlier in the discussion of mood element, polarity and modality are expressed along the Finite. Both construe additional meaning to the Finite.

Polarity brings a positive or negative meaning to the proposition expressed in the Finite. Commonly, the positive clause is expressed without any additional element, while the negative is marked and is expressed using other elements which construe negative meaning, e.g. *not*. Although positive clauses are used ten times more than negative clauses in many discourse types (Halliday and James, 1993, in Halliday & Matthiessen, 2004:143), it does not mean that they do not have equal 'role'. One of them, however, is as meaningful and substantive as the others (Halliday & Matthiessen, 2004:143).

Polarity in clauses does not only bring negative or positive meaning. When a speaker uses a question tag in his/her utterance, the polarity expressed in the tag brings alternative proposition: the speaker wants to make certain, for example "*Don't tell them, will you?*". The tag can also make the meaning assertive, for example "*It's you, is it?*" Polarity in interrogative may also bring

alternative meanings, especially negative polarity in a *yes/no* interrogative clause. In this condition, the negative polarity expresses the expectation of ‘yes’ answer, for example “*Haven’t you seen the news?*” (Halliday & Matthiessen, 2004: 143-144).

Modality offers choices between ‘yes’ and ‘no’, such as ‘*perhaps*’ or ‘*probably*’. The area in the middle of ‘yes’ and ‘no’ has a different consequence for propositions and for proposals (Halliday & Matthiessen, 2004:147). For propositions, there are two kinds of intermediate possibilities: degrees of probability e.g. ‘*possibly, probably*’; and degrees of usualities e.g. ‘*usually, sometimes, always*’. These things refer to modalization. Both probability and usuality can be stated in a finite verbal operator in the verbal group or in a modal adjunct of probability or usuality. Meanwhile, for proposals, there are two kinds of intermediate possibilities: degrees of obligation in a command e.g. ‘allowed to, supposed to, required to’; and degrees of inclination in an offer e.g. willing to, anxious to, determined to’. These things refer to modulation. Both obligation and inclination can be stated in a finite modal operator or in an expansion of the predicator (Halliday & Matthiessen, 2004:147).

### **8) Modal Commitment**

Modal commitment is related to modalisation and modulation which deals with “the degree to which the speaker commits himself or herself to the validity

of what he/she says” (Thompson, 1996: 60) and also the degree to which the speaker puts pressure on obligation and inclination. It provides three basic values: high, median, and low (Thompson, 1996; Halliday & Matthiessen, 2004).

### 9) Modal Responsibility

Modal responsibility comes up from a notion that a speaker accepts responsibility for the attitude and the point of view being expressed in his/her utterance in a way whether he/she makes it subjective or objectivises it (Thompson, 1996:60). This objectivisation can be seen when the modality is stated in a separate clause:

*It's quite possible* she is unwell.

A subjective point of view can be expressed by using a separated clause as well:

*I expect* she is unwell.

In both examples above, the main propositions are still *she is unwell*. The initial clauses of both utterances only express the speaker's attitude towards the proposition.

Expansion of the predicator also plays a role in the modal responsibility. The use of passive forms such as ‘supposed to’ or ‘obliged to’ is to express the

responsibility taken by the speaker for the pressure on the other person (Thompson, 1996:62), for example:

*You're supposed to be doing your homework.*

*You ought to be doing your homework.*

In the sentences above, it seems that in '*supposed to*' the pressure comes from another source. While in '*ought to*', the pressure comes directly from the source (the speaker himself).

## **10) Evaluation**

Evaluation is an essential part of the meaning of every text and is related to modality. It is defined as “the indication of whether the speaker thinks that something (a person, thing, action, event, situation, idea, etc.) is good or bad” (Thompson, 1996:65). Evaluation does not have its own structure, yet it is expressed through lexical choices. However, there are some ways of expressing evaluation through grammatical structures e.g. by using introductory 'it', as in example:

*It might be difficult to find a job nowadays.*

## **2. Speaking**

### **a. The Nature of Speaking**



Speaking is regarded as a productive skill in language performance involving face-to-face spoken interactions. Even in monologic speaking, the spoken interactions between the speaker and the audiences also occur, since some of the speech functions do not need a verbal response (Thompson, 1996:67).

According to Thornbury (2005), there are some characteristics of speaking. The first is that speaking occurs in real time. The second is that each utterance in speaking is dependent on a preceding one. The last one is that the planning time of speaking is very limited. Brown (2001) adds other characteristics of speaking. He argues that in speaking, the affective factors in which language ego influences the speaker's confidence and the interlocutors whom he or she is talking with can also affect speaking performance.

The success of a speaking performance can be measured by considering the micro- and macroskills of speaking. Some of those micro- and macroskills of speaking are stated below.

### **Microskills**

1. Produce differences among English phonemes and allophonic variants.
2. Produce chunks of language of different lengths.
3. Produce English stress patterns, words in stressed and unstressed positions, rhythmic structure, and intonation contours.
4. Produce reduced forms of words and phrases.
5. Use an adequate number of lexical units (words) to accomplish pragmatic purposes.
6. Produce fluent speech at different rates of delivery.
7. Monitor one's own oral production and use various strategic devices –

pauses, fillers, self-corrections, backtracking –to enhance the clarity of the message.

8. Use grammatical word classes (nouns, verbs, etc.), systems (e.g., tense, agreement, pluralization), word order, patterns, rules, and elliptical forms.
9. Produce speech in natural constituents: in appropriate phrases, pause groups, breath groups, and sentence constituents.
10. Express a particular meaning in different grammatical forms.
11. Use cohesive devices in spoken discourse.

### **Macroskills**

1. Appropriately accomplish communicative functions according to situations, participants, and goals.
2. Use appropriate styles, registers, implicature, redundancies, pragmatic conventions, conversation rules, floor-keeping and –yielding, interrupting, and other sociolinguistic features in face-to-face conversations.
3. Convey links and connections between events and communicate such relations as focal and peripheral ideas, events and feelings, new information and given information, generalization and exemplification.
4. Convey facial features, kinesics, body language, and other nonverbal cues along with verbal language.
5. Develop and use a battery of speaking strategies, such as emphasizing key words, rephrasing, providing a context for interpreting the meaning of words, appealing for help, and accurately assessing how well your interlocutor is understanding you.

*taken from:* Brown, 2004: 142 - 143

### **b. Public Speaking**

Mostly, speaking in our daily life is done spontaneously in which there is very limited time of planning. However, in some occasions, people plan their speaking first before performing it. In this way, those people do planned speech.

Public speaking is one of the speaking skills that requires thorough and careful preparation.

Public speaking, as its name implies, is defined as “a way of making your ideas public, of sharing them with other people and of influencing other people” (Lucas, 2009:4). In public speaking, a speaker sends messages to a group of people with various backgrounds. Since it deals with various audiences, many considerations related to the language, the gestures, voices, and interactions are taken into account.

One kind of public speaking which is popular among many people is speech. In speech, people try to give information, or to persuade a group of people. There are at least two kinds of speech: informative speech and performative speech. An informative speech is a kind of speech in which the speaker gives information to the audience, while a performative speech is a kind of speech in which the speaker persuades the audience to do or to believe in something.

### **c. Persuasive Speech**

Hybels and Weaver II (1998) define persuasive speech as “the process of trying to get others to change their attitudes and behavior” and “to produce effects without the presence of physical force” in which the speaker has a role as an advocate who tries to make the listeners agree with him/her and to act on that

belief (Lucas, 2009: 324). Since in persuasive speech a speaker does not need to use physical force, the emotional appeals and interactions made are the most important points besides the message itself. These things make a persuasive speech not an easy task; yet if a speaker can perform a speech well, he/she will get a high appreciation from other people and can make a significant change to the society.

Lucas (2009:327) mentions some important points determining the success of a persuasive speech. They are: the speaker's credibility, delivery, language, reasoning, supporting materials, and emotional appeals. The speaker's credibility and emotional appeals points show that interactions made by the speaker, either by language or by gestures, are very important in a persuasive speech.

## **B. Relevant Studies**

Some studies have been carried out to explore speech texts using SFL theory. Lin (2011) explores the person system, mood types, modality, and interpersonal metaphor of three Obama's speeches: announcement for presidency, victory speech, and inaugural speech. Lin finds that in terms of the person system, the first person and the third person are the dominant ones. Furthermore, the mood types performed mostly are in declarative and imperative moods. Moreover, modulation and modalization which are frequently used are the ones

which have high value. This study also reveals that mostly metaphors of mood functioning as command are realized by declarative mood.

Another study comes from Wang (2010). Wang analyzes two Obama's speeches: victory speech and inaugural address in order to find out the formal features of Obama's speeches in terms of textual and interpersonal metafunction of language and to explore how Obama uses the power of speeches to persuade the public to accept and support his policies. In her study, she reveals that the high use of modal verbs helps Obama to make the audience get his messages and accept his speeches. Moreover, the high use of first personal pronouns makes him able to shorten the distance between him and the audience so that he can persuade them successfully.

### **C. Conceptual Framework**

As mentioned earlier, this study is done using an analysis based on the interpersonal metafunction of language in systemic functional linguistics. The interpersonal metafunction of language reflects personal and social relationships among the speakers in which it can be seen how each speaker takes a position and interacts with others. In the investigation of the interpersonal metafunction realized in the speeches, the dominant mood type, the selection of the person system, the modal commitment and the modal responsibility realized in the speeches are explored.

The mood analysis, in which clauses of the speeches are broken down into mood and residue elements, is employed to reveal the dominant mood type. By doing mood analysis, the researcher discovers the arrangements of the Subject and the Finite by which then he reveals the mood types of all clauses.

The first main element revealed in a mood analysis is the Mood element. It consists of Subject and Finite. The Subject may be a nominal group, a personal pronoun, or an embedded clause; while the Finite is one of the verbal operators expressing tense, modality, and polarity (Gerot & Wignel, 1994; Halliday & Matthiessen, 2004). Besides Subject and Finite, there may also be adjuncts in the Mood element: modal adjuncts that are divided into mood adjunct and comment adjunct. The modal adjunct is related to the finite verbal operator meaning that expresses temporality, modality, and intensity; the comment adjunct is related to the attitude of the speaker (Halliday & Matthiessen, 2004).

The second main element is Residue. It consists of predicator, complement, and adjunct. The predicator is a non-finite verbal group which expresses the secondary tense or modality; the complement is a nominal group that completes the argument in the clause; the adjunct is an adverbial group, nominal group, or prepositional phrase that has no potential of being Subject. Adjuncts that fall in the residue element are the circumstantial adjuncts which answer the questions 'how', 'when', 'where', and 'by whom'. Figure 2.18 is an example of a mood analysis.

Figure 2.18: **An Example of Mood Analysis**

Consumers	buy	those goods	to meet their needs.
Subject	Finite	Complement	Adjunct
Mood		Residue	

By doing mood analysis, the researcher reveals the mood types realized in each clause. There are two main categories of mood types in English: indicative and imperative moods. The indicative moods are of two types: declarative and interrogative. Declarative is a form where the Subject is followed by Finite, as illustrated by Figure 2.19; while interrogative is a form where the finite is followed by the subject (polar question), as illustrated by Figure 2.20, or where one of the Wh elements that serves as either the subject, complement, or the adjunct is located at the initial position of a clause as illustrated by Figure 2.21. Meanwhile, in imperative moods, the Mood element consists of Finite + Subject, as illustrated by Figure 2.22; Subject only, as illustrated by Figure 2.23; Finite only, as illustrated by Figure 2.24; or no Mood element at all, as illustrated by Figure 2.25.

Figure 2.19: **Declarative Mood**

The number 15	is	Called	a base.
Subject	Finite	Predicator	Complement

Mood	Residue
------	---------

Figure 2.20: **Interrogative Mood (Polar Question)**

Is	This	correct?
Finite	Subject	Complement
Mood		Residue

Figure 2.21: **Interrogative Mood (Wh Question)**

What	is	the population of the city A?
Complement/Wh	Finite	Subject
Mood		Residue

Figure 2.22: **Imperative Mood with Finite + Subject**

Don't	You	do	this.
Finite	Subject	Predicator	Complement
Mood		Residue	

Figure 2.23: **Imperative Mood with Subject only**

Let's	Do	this.
Subject	Predicator	Complement



Mood	Residue
------	---------

Figure 2.24: **Imperative Mood without Mood Element**

Come	into my home,	will	You?
Predicator	Adjunct	Finite	Subject
Residue		Mood Tag	

Figure 2.25: **Imperative Mood with Finite only**

Do	the following calculations.
Finite	Predicator
Mood	Residue

In the interpersonal metafunction, the selection of the person system also has a prominent influence. Some studies on interpersonal meanings of speeches done by Lin (2011) and Wang (2010) show that the use of the first and third person of pronouns can reflect the intimacy between a speaker to his/her audience; while the use of the second person of pronouns can reflect the authority and the power of a speaker towards his/her audiences.

Table 2.8: **Personal Pronouns**

	<b>Personal Pronouns</b>	<b>Possessive Pronouns</b>
<b>First Person</b>	I (me)	My (mine)
	We (us)	Our (ours)
<b>Second Person</b>	You (you)	Your (yours)
<b>Third Person</b>	He (him)	His (his)
	She (her)	Her (hers)
	They (them)	Their (theirs)
	It (it)	Its (its)

The modal commitment also plays an important role in the interpersonal metafunction. The Modal commitment deals with the speaker's degree of certainty about the validity of a proposition he/she expresses and also the degree of pressure on obligation and inclination. There are three basic values of modal commitment: high, median, and low. Table 2.9 lists the modal operators that affect the modal commitment of a clause. Each of the modal operators are categorized into low, median, and high. Table 2.10 lists some adverbs and

adjectives that affect the modal commitment of a clause. There are four main categories of adjectives and adverbs listed in Table 2.10 and each of them are also categorized into low, median, and high.

Table 2.9: **Modal Operators Affecting Modal Commitment**

<b>Modal Operators:</b>			
	<b>Low</b>	<b>Median</b>	<b>High</b>
<b>Positive</b>	can, may, could, might, (dare)	Will, would, should, is/was to	must, ought to, need, has/had to
<b>Negative</b>	needn't, doesn't/didn't + need to, have to	won't, wouldn't, shouldn't, (isn't/wasn't to)	mustn't, oughtn't to, can't, couldn't, (mayn't, mightn't, hasn't/hadn't to)

Source: Halliday & Matthiessen, 2004: 116

Table 2.10: **Adverbs and Adjectives Affecting Modal Commitment**

	<b>median</b>	<b>outer: high</b>	<b>outer: low</b>
<b>probability</b>	Probably; probable	Certainly, definitely; no way (no how); certain	Possibly, perhaps, maybe, hardly; possible
<b>usuality</b>	usually	always; never	sometimes, occasionally; seldom; rarely
<b>Obligation</b>	supposed	Required	Allowed

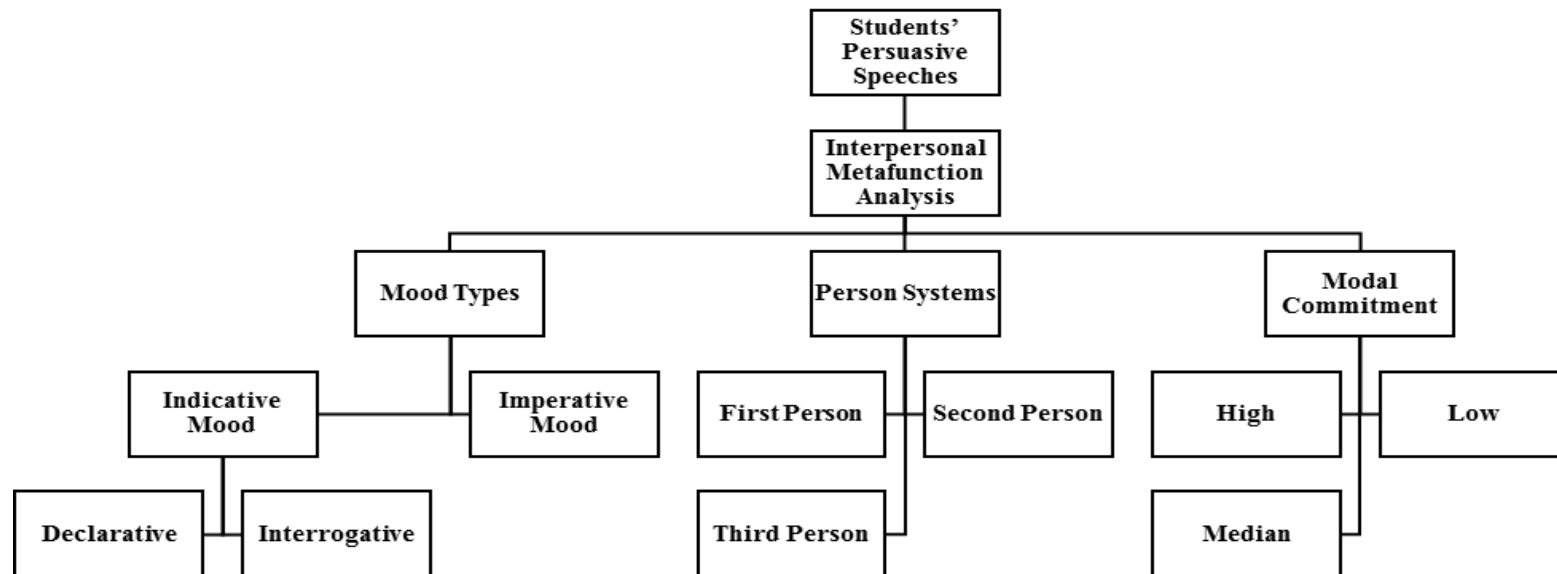
<b>Inclination</b>	Keen	determined	Willing
--------------------	------	------------	---------

*Adapted from:* Halliday & Matthiessen 2004:128 & 620

#### **D. Analytical Construct**

Following the literature review, relevant studies, and conceptual framework presented previously, the analysis carried out in this study is constructed in Figure 2.26.

Figure 2.26: **Analytical Construct of the Study**



## **CHAPTER III**

### **RESEARCH METHODS**

#### **A. The Research Type**

This study employ the qualitative technique. Cresswell (2009:4) argues that qualitative technique is “a means for exploring and understanding the meaning individuals or groups ascribe to a social or human problem.” It involves data collection procedures which are mainly in non-numerical data (Dornyei, 2007:24). Therefore, this study attempts to describe in verbal descriptions the interpersonal metafunction realized in the students’ speeches to provide thorough analysis and explanation.

There are some characteristics of the qualitative study. The first is that the qualitative takes place in natural setting (Cresswell, 2009:175; Dornyei, 2007:38), so the researcher does not manipulate and interfere the phenomena under study. The second characteristic is that the sample taken is in a small size (Dornyei, 2007:38). The third is that the qualitative study is interpretative in nature (Cresswell, 2009:38; Dornyei, 2007:175). It requires researcher’s subjective interpretation in analyzing the data. Another characteristic of the qualitative study is that the qualitative study is inductive in nature (Cresswell, 2009:175). It requires the researcher to generate the general theme from the findings; therefore, the qualitative study does not need any hypothesis (Dornyei, 2007:37).

## **B. The Data and the Data Source**

The data in this study are the transcripts of speeches performed by nine randomly-selected students of Speaking 4 class of the English Education Department of Yogyakarta State University which are then broken down into clause units. Those data are gathered from the data sources which are the transcriptions of the videos of the students from three different classes when they are performing speeches in a political topic. Those nine students' speeches are selected using a purposive sampling technique which is the typical sampling of the qualitative technique (Creswell,2009:126). The sampling is purposive in a sense that the sample is established based on a criteria that all the members of the sample are in a political topic.

## **C. Data Collection Technique**

Data collection technique used in this research is unobtrusive measures. It is one of the data collection techniques that can be employed in qualitative study. Gray (2004: 263) explains that this technique involves “ the use of non – reactive sources, independent of the presence of the researcher, and include documentary evidence, physical evidence and archival analysis”. In collecting the data, the researcher video-tapes the students' speech performances.

#### **D. Research Instrument**

The primary research instrument of this study is the researcher himself. This is because the technique in this study is qualitative, and typically, the main instrument for qualitative research is the researcher himself. Croker (in Heigham and Croker, 2009:11) argues that there are at least two reasons why qualitative study uses its researcher as the main instrument: (1) because the researcher himself directly collects the data by observing or interviewing the participants, and (2) because other research instruments such as observation field notes and interview snippets have to be interpreted by the researcher.

The secondary research instrument of this study is a data analysis sheet. The data analysis sheet consists of transcribed speeches and also the categorizations of the data based on the mood types, the person systems, and the modal commitment.

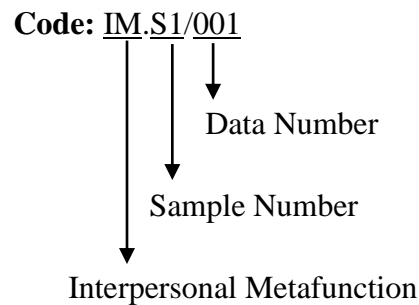


Figure 3.1: **Data Analysis Sheet**

Code	Data	Mood Types			Person Systems			Modal Commitment		
		Ind		Imp	1st	2nd	3 <sup>rd</sup>	H	M	L
		Dc	Int							
IM.S1/001	This campaign must be the occasion of your hopes and dreams	v				v		v		
IM.S1/002	That is why this campaign can't only be about me.	v			v			v		
IM.S1/003	It must be about us.	v			v			v		
<b>TOTAL</b>		3	0	0	2	1	0	3	0	0

**Notes:**

Ind : indicative moods	3 <sup>rd</sup> : third person personal pronouns
Dc : declarative moods	H : high
Int : interrogative moods	M : median
Imp : imperative moods	L : low
1 <sup>st</sup> : first person personal pronouns	S : subjective
2 <sup>nd</sup> : second person personal pronouns	O : objective

**E. The Trustworthiness of the Findings**

Since this is a qualitative study, the term trustworthiness is used to ensure the validity of this study. To ensure the trustworthiness of the findings, Lincoln and Guba (1985, in Dornyei, 2007:57) proposed four criteria to consider: credibility, transferability, dependability, and confirmability. Among those four criteria, this study concerns on the credibility and transferability issues.

Credibility is the truth value of the study (Dornyei, 2007: 57). To achieve the credibility of the findings, this study employs investigator triangulation and theory triangulation. In investigator triangulation, the researcher asks his two colleagues who took Advanced Linguistics concentration to recheck the researcher's findings and discusses the findings with them. In theory triangulation, the researcher analyzes the data by using various SFL theories from various books/sources from various experts such as Halliday (1985), Halliday & Matthiessen (2004), Eggins (2004), Butt et al. (2000), Gerot & Wignell 1994), etc.

Transferability is the ability of the research findings to be applicable to other context (Dornyei, 2007:57). To achieve the transferability of the findings, this study employs two strategies proposed by Jensen (in Given, 2008). The first is by giving thick description on the investigated phenomena. The second strategy is by using purposive sampling. As mentioned earlier, the sampling technique in this study is the combination between random sampling and purposive sampling.

## **F. Data Analysis**

The data analysis of this study is content analysis. Content analysis is an analysis technique “for making replicable and valid inferences from texts (or other meaningful matter) to the contexts of their use” (Krippendorff, 2004:18). This is to analyze a wide range of textual data, including transcripts, and to make

sense of them (Given, 2008:120). This study in doing content analysis follows four analytical phases of the qualitative content analysis proposed by Dornyei (2007): transcribing the data, coding, growing ideas, interpreting the data, and drawing conclusions.

In the analysis, the data of this study are analyzed by firstly employing Halliday's model of mood analysis which reveals the Moods, Residues, Subjects, Finites, predicators, and adjuncts realized in the speeches. The researcher uses more than one sources from more than one experts as the guidelines of the analysis.

After that, the prominent mood type realized in the students' speeches is then investigated by analyzing the structures of the mood elements. In this process, descriptive quantitative technique is conducted by which the occurrences of each mood type realized in the speeches are calculated to find out the dominant mood type of the speeches.

Then, the person systems used in the speeches in terms of personal pronouns are investigated. The descriptive quantitative technique is used to count the occurrences of personal pronouns used in the speeches, and then the influences of the choices of personal pronouns to the interpersonal meaning of the speeches are described.

Afterwards, the modal commitments realized in the speeches are inspected by investigating the modality and the adjuncts occurring in the speeches. The occurrences of each category of modal commitment values are counted and then are interpreted in verbal descriptions. Within the analysis process, the findings are consulted to the researcher's colleagues who have the competence in SFL theory to make sure the trustworthiness of the findings.

## **CHAPTER IV**

### **FINDINGS AND DISCUSSIONS**

This chapter comprises two subchapters. The first is research findings. The findings are served quantitatively to show the information about the distribution of the findings based on the mood types, the person systems and the modal commitments realized in the nine sample speeches. The second is discussions. In this subchapter, the findings are discussed and interpreted qualitatively to get depth understanding of the students' speeches in accordance with the three research questions: *(1) What is the dominant mood type among the students' speeches?; (2) How does the selection of the person system influence the interpersonal metafunction of the speeches?; (3) How do the speeches realize modal commitment?.* A number of interesting results have emerged from the analysis of the nine speeches produced by nine randomly-selected students.

#### **A. Research Findings**

This subchapter reports the findings of the research which explores the interpersonal metafunction characteristics of persuasive speeches produced by Speaking 4 class students of the English Education Department of Yogyakarta State University in the academic year of 2012/2013. As many as 264 data are collected from nine randomly-selected persuasive speeches produced by the students from three different classes. These data are then analyzed based on three focuses of this

research: (a) the mood types, (b) the person systems and (c) the modal commitment, each of which is then reported and described quantitatively in this subchapter.

### 1. The Mood Types

These findings deal with the first research question “*What is the dominant mood type among the students’ speeches?*” This question requires an investigation on the mood structures of the speeches to find out the mood types of each data of the speeches. The data from which the mood structures have been investigated are categorized into declarative, interrogative, and imperative mood types. The results of the categorization are then quantified, and the overall results are summarized in the table below.

Table 4.1: **Mood Types Distribution (All Samples)**

Rank	Mood Type	Total	Percentages
1.	Declarative	249	94.32%
2.	Imperative	14	5.30%
3.	Interrogative	1	0.38%
<b>Total</b>		264	100%

Table 4.1 above clearly shows that the dominant mood type of the students’ persuasive speeches is the declarative one. The declarative mood dominates the mood types among the students’ speeches with a very significant percentage:

94.32%. Following the declarative mood is the imperative mood whose occurrence is 5.30%. The use of the imperative mood in the students' speeches exceeds that of the interrogative mood which only occurs once or 0.38%. This places interrogative mood in the lowest rank of the distribution of mood types in students' speeches. The more-detailed information about the distribution of mood types in each sample is presented as follows.

**Table 4.2: Mood Types Distribution (Sample 1)**

<b>Rank</b>	<b>Mood Types</b>	<b>Total</b>	<b>Percentages</b>
1.	Declarative	21	95.45%
2.	Imperative	1	4.55%
3.	Interrogative	0	0.00%
<b>Total</b>		22	100%

**Table 4.3: Mood Types Distribution (Sample 2)**

<b>Rank</b>	<b>Mood Types</b>	<b>Total</b>	<b>Percentages</b>
1.	Declarative	24	92.31%
2.	Imperative	2	7.69%
3.	Interrogative	0	0.00%
<b>Total</b>		26	100%



Table 4.4: **Mood Types Distribution (Sample 3)**

<b>Rank</b>	<b>Mood Types</b>	<b>Total</b>	<b>Percentages</b>
1.	Declarative	21	91.30%
2.	Imperative	2	8.70%
3.	Interrogative	0	0.00%
<b>Total</b>		23	100%

Table 4.5: **Mood Types Distribution (Sample 4)**

<b>Rank</b>	<b>Mood Types</b>	<b>Total</b>	<b>Percentages</b>
1.	Declarative	32	88.89%
2.	Imperative	4	11.11%
3.	Interrogative	0	0.00%
<b>Total</b>		36	100%

Table 4.6: **Mood Types Distribution (Sample 5)**

<b>Rank</b>	<b>Mood Types</b>	<b>Total</b>	<b>Percentages</b>
1.	Declarative	20	95.24%
2.	Imperative	1	4.76%
3.	Interrogative	0	0.00%
<b>Total</b>		21	100%

Table 4.7: **Mood Types Distribution (Sample 6)**

<b>Rank</b>	<b>Mood Types</b>	<b>Total</b>	<b>Percentages</b>
1.	Declarative	20	95.24%
2.	Imperative	1	4.76%
3.	Interrogative	0	0.00%
<b>Total</b>		21	100%

Table 4.8: **Mood Types Distribution (Sample 7)**

<b>Rank</b>	<b>Mood Types</b>	<b>Total</b>	<b>Percentages</b>
1.	Declarative	45	100.00%
2.	Imperative	0	0.00%
2.	Interrogative	0	0.00%
<b>Total</b>		45	100%

Table 4.9: **Mood Types Distribution (Sample 8)**

<b>Rank</b>	<b>Mood Types</b>	<b>Total</b>	<b>Percentages</b>
1.	Declarative	28	93.33%
2.	Imperative	2	6.67%
3.	Interrogative	0	0.00%
<b>Total</b>		30	100%

Table 4.10: **Mood Types Distribution (Sample 9)**

<b>Rank</b>	<b>Mood Types</b>	<b>Total</b>	<b>Percentages</b>
1.	Declarative	38	95.00%
2.	Imperative	1	2.50%
2.	Interrogative	1	2.50%
<b>Total</b>		40	100%

The nine tables above show that the declarative mood is most frequently used and dominates all of the samples with more than 88% each. Among the nine samples, sample 7 is the only sample which totally employs the declarative mood. Four samples employ the declarative mood more than 94%; they are sample 1 (95.45%), sample 5 (95.24%), sample 6 (95.24%) and sample 9 (95%). Three samples employ the declarative mood with percentages between 90% - 94%; they are sample 2 (92.31%), sample 3 (91.30%) and sample 8 (93.33%). Sample 4 has the smallest percentage of the declarative mood type occurrences with 88.89%.

In terms of the use of the imperative mood, the nine tables above show that all samples employ the imperative mood except sample 7. Sample 7 is the only sample which does not employ the imperative mood. The highest percentage of the imperative mood type occurrences is taken by sample 4 with 11.11%. Three samples employ the imperative mood with percentages between 6% - 8.70%; they are sample 2 (7.69%), sample 3 (8.70%) and sample 8 (6.67%). The other four

employ the imperative mood with percentages between 2% – 5%; they are sample 1 (4.55%), sample 5 (4.76%), sample 6 (4.76%) and sample 9 (2.50%).

In regard to the use of the interrogative mood, among the nine samples, only one sample employs the interrogative mood type with only 2.50%, that is sample 9. The interrogative mood cannot be found in the other samples. This fact makes the interrogative mood placed in the last rank of the use of mood types in the students' speeches.

## **2. The Person Systems**

These findings deal with the second research question: *“How does the selection of the person system influence the interpersonal metafunction of the speeches?”* This research question requires investigations on the use of pronouns in the students' speeches. Among 264 data being analyzed, there are 284 pronouns identified. These findings then are classified into three categories: first person system, second person system, and third person system. The results of the investigations are quantified. The following table summarizes the overall results of the investigations on the person systems of the speeches.

Table 4.11: **Person Systems Distribution (All Samples)**

<b>Rank</b>	<b>Person Systems</b>	<b>Total</b>	<b>Percentages</b>
1.	1 <sup>st</sup>	219	77.11%
2.	2 <sup>nd</sup>	47	16.55%
3.	3 <sup>rd</sup>	18	6.34%
<b>Total</b>		284	100%

Table 4.11 presents the complete distribution of person systems in the nine speeches. Obviously, the first person system is the most dominant person system among the nine sample speeches. It reaches 77.11% of the person systems occurrences. In the second position is the second person system with 16.55%. The use of the second person system in the speeches exceeds that of the third person system. The percentage of the third person system occurrences only reaches 6.34%. The nine following tables show more-detailed information about the distribution of the person systems in each sample.

Table 4.12: **Person Systems Distribution (Sample 1)**

<b>Rank</b>	<b>Person Systems</b>	<b>Total</b>	<b>Percentages</b>
1.	1 <sup>st</sup>	15	78.95%
2.	2 <sup>nd</sup>	2	10.53%
2.	3 <sup>rd</sup>	2	10.53%
<b>Total</b>		19	100%

Table 4.13: **Person Systems Distribution (Sample 2)**

<b>Rank</b>	<b>Person Systems</b>	<b>Total</b>	<b>Percentages</b>
1.	1 <sup>st</sup>	19	73.08%
2.	2 <sup>nd</sup>	5	19.23
3.	3 <sup>rd</sup>	2	7.69%
<b>Total</b>		26	100%

Table 4.14: **Person Systems Distribution (Sample 3)**

<b>Rank</b>	<b>Person Systems</b>	<b>Total</b>	<b>Percentages</b>
1.	1 <sup>st</sup>	18	81.82%
2.	2 <sup>nd</sup>	3	13.64%
3.	3 <sup>rd</sup>	1	4.55%
<b>Total</b>		22	100%

Table 4.15: **Person Systems Distribution (Sample 4)**

<b>Rank</b>	<b>Person Systems</b>	<b>Total</b>	<b>Percentages</b>
1.	1 <sup>st</sup>	32	88.89%
2.	2 <sup>nd</sup>	3	8.33%
3.	3 <sup>rd</sup>	1	2.78%
<b>Total</b>		36	100%

Table 4.16: **Person Systems Distribution (Sample 5)**

<b>Rank</b>	<b>Person Systems</b>	<b>Total</b>	<b>Percentages</b>
1.	1 <sup>st</sup>	19	79.17%
2.	2 <sup>nd</sup>	4	16.67%
3.	3 <sup>rd</sup>	1	4.17%
<b>Total</b>		24	100%

Table 4.17: **Person Systems Distribution (Sample 6)**

<b>Rank</b>	<b>Person Systems</b>	<b>Total</b>	<b>Percentages</b>
1.	1 <sup>st</sup>	19	65.52%
2.	3 <sup>rd</sup>	7	24.14%
3.	2 <sup>nd</sup>	3	10.34%
<b>Total</b>		29	100%

Table 4.18: **Person Systems Distribution (Sample 7)**

<b>Rank</b>	<b>Person Systems</b>	<b>Total</b>	<b>Percentages</b>
1.	1 <sup>st</sup>	35	79.55%
2.	2 <sup>nd</sup>	6	13.64
3.	3 <sup>rd</sup>	3	6.82%
<b>Total</b>		44	100%

Table 4.19: **Person Systems Distribution (Sample 8)**

<b>Rank</b>	<b>Person Systems</b>	<b>Total</b>	<b>Percentages</b>
1.	1 <sup>st</sup>	25	69.44%
2.	2 <sup>nd</sup>	10	27.78%
3.	3 <sup>rd</sup>	1	2.78%
<b>Total</b>		36	100%

Table 4.20: **Person Systems Distribution (Sample 9)**

<b>Rank</b>	<b>Person Systems</b>	<b>Total</b>	<b>Percentages</b>
1.	1 <sup>st</sup>	37	77.08%
2.	2 <sup>nd</sup>	11	22.92%
3.	3 <sup>rd</sup>	0	0.00%
<b>Total</b>		48	100%

The nine tables above indicate how the first person system is most frequently used and dominates the person system occurrences in all sample speeches. Among the nine samples, sample 4 has the highest percentage of the first person system occurrences with 88.89%. Following sample 4 is sample 3 with 81.82%. Five samples use the first person system with percentages between 73% - 80%. They are sample 1 with 78.95%, sample 2 with 73.08%, sample 5 with 79.17%, sample 7 with 79.55% and sample 9 with 77.08%. Another sample, sample 8, uses the first person system with 69.44% of mood types occurrences. Meanwhile, sample 6 has the lowest percentage of the first person system occurrences with only 65.52%.



In terms of the use of the second person system, the nine tables above show that among the nine samples, sample 8 has the highest percentage of the second person system occurrences. The percentage of the second person system occurrences in sample 8 reaches 27.78%. Following sample 8 is sample 9 with 22.92%. Two samples employ the second person systems with percentages between 16% - 20%. They are sample 2 with 19.23% and sample 5 with 16.67%. The other four samples' percentages of the second person system occurrences reach between 10% - 15%. They are sample 1 with 10.53%, sample 3 with 13.64%, sample 6 with 10.34% and sample 7 with 13.64%. The lowest percentage of the second person system occurrences is sample 4 with only 8.33%.

In terms of the use of the third person system, the nine tables above indicate that sample 6 has the highest percentage of the third person system occurrences. Sample 6 reaches 24.14% of the mood types occurrences. Following sample 6 is sample 1 with 10.53%. On the other hand, there is a sample which does not employ the third person system. That sample is sample 9. While the other samples employ only small numbers of the third person system which reach only less than 10% of third person system occurrences. Those samples are sample 2 with 7.69%, sample 3 with 4.55%, sample 4 with 2.78%, sample 5 with 4.17%, sample 7 with 6.82% and sample 8 with 2.78%.

In addition to the use of the first person system in the speeches, the distribution of the first person system which associates with pronoun "*I*", and that

which associates with pronoun “*we*” is important to note. The role of “*I*”, or other pronouns which associate with it, and the role of “*we*”, or other pronouns which associate with it, are different in terms of interpersonal meanings. Therefore, the following table presents information on the distribution of the use of pronoun “*I*” and the distribution of the use of pronoun “*we*”.

Table 4.21: **The First Person Systems Distribution**

<b>Sample</b>	<b>Pronouns</b>	<b>Total</b>	<b>Percentages</b>
1.	<i>I</i> (including <i>me, my, mine</i> )	10	58.82%
	<i>We</i> (including <i>us, our, ours</i> )	7	41.18%
2.	<i>I</i> (including <i>me, my, mine</i> )	22	91.67%
	<i>We</i> (including <i>us, our, ours</i> )	2	8.33%
3.	<i>I</i> (including <i>me, my, mine</i> )	21	84%
	<i>We</i> (including <i>us, our, ours</i> )	4	16%
4.	<i>I</i> (including <i>me, my, mine</i> )	30	81.08%
	<i>We</i> (including <i>us, our, ours</i> )	7	18.92%
5.	<i>I</i> (including <i>me, my, mine</i> )	27	93.10%
	<i>We</i> (including <i>us, our, ours</i> )	2	6.90%
6.	<i>I</i> (including <i>me, my, mine</i> )	16	72.73%
	<i>We</i> (including <i>us, our, ours</i> )	6	27.27%
7.	<i>I</i> (including <i>me, my, mine</i> )	41	95.35%
	<i>We</i> (including <i>us, our, ours</i> )	2	4.65%
8.	<i>I</i> (including <i>me, my, mine</i> )	32	88.89%
	<i>We</i> (including <i>us, our, ours</i> )	4	11.11%
9.	<i>I</i> (including <i>me, my, mine</i> )	27	79.41%
	<i>We</i> (including <i>us, our, ours</i> )	7	20.59%

<b>All Samples</b>	<i>I</i> (including <i>me, my, mine</i> )	226	84.64%
	<i>We</i> (including <i>us, our, ours</i> )	41	15.36%

Table 4.21 above shows that the first person system “*I*” dominates the use of the first person system in all nine speeches. With the overall percentage of 85.28%, the use of the first person system “*I*” exceeds that of the first person system “*we*”. Among nine samples, sample 7 has the highest percentage of the first person system “*I*” occurrences with 95.35%. On the other hand, sample 1 employs the fewest percentage of the first person system “*I*”, which occurs only ten times or 58.82%.

### 3. The Modal Commitment

These findings deal with the third research question: “*How do the speeches realize modal commitment?*” This research question requires an investigation on the modal commitment realized in the students’ speeches. The modal commitments of the nine sample speeches are investigated based on the modal adjuncts and the Finites found in the sample speeches. The modal adjuncts and the Finites found are then classified into three categories: high, median, and low. The results of the investigation are quantified. The following table summarizes the overall results of the investigations on the modal commitment realized in the sample speeches.

Table 4.22: **Modal Commitment Distribution (All Samples)**

<b>Rank</b>	<b>Modal Commitment</b>	<b>Total</b>	<b>Percentages</b>
1.	Median	83	69.17%
2.	High	23	19.17%
3.	Low	14	11.67%
<b>Total</b>		120	100%

Table 4.22 shows the overall distribution of modal commitment occurrences in the nine speeches. From the table above, it is clear that the dominant modal commitment identified in the speeches is the median modal commitment. It dominates the modal commitment occurrences with 69.17%. Following the median modal commitment is the high modal commitment. It reaches 19.17% of the modal commitment occurrences. The lowest rank is the low modal commitment. It reaches only 11.67% of modal commitment occurrences. The more detailed information about the distribution of modal commitment in the speeches is served in the nine tables below.

Table 4.23: **Modal Commitment Distribution (Sample 1)**

<b>Rank</b>	<b>Modal Commitment</b>	<b>Total</b>	<b>Percentages</b>
1.	Median	10	66.67%
2.	High	4	26.67%
3.	Low	1	6.67%
<b>Total</b>		15	100%

Table 4.24: **Modal Commitment Distribution (Sample 2)**

<b>Rank</b>	<b>Modal Commitment</b>	<b>Total</b>	<b>Percentages</b>
1.	Median	4	100.00%
2.	High	0	0.00%
3.	Low	0	0.00%
<b>Total</b>		4	100%

Table 4.25: **Modal Commitment Distribution (Sample 3)**

<b>Rank</b>	<b>Modal Commitment</b>	<b>Total</b>	<b>Percentages</b>
1.	Median	4	66.67%
2.	High	1	16.67%
3.	Low	1	16.67%
<b>Total</b>		6	100%

Table 4.26: **Modal Commitment Distribution (Sample 4)**

<b>Rank</b>	<b>Modal Commitment</b>	<b>Total</b>	<b>Percentages</b>
1.	Median	8	66.67%
2.	High	2	16.67%
3.	Low	2	16.67%
<b>Total</b>		12	100%

Table 4.27: **Modal Commitment Distribution (Sample 5)**

<b>Rank</b>	<b>Modal Commitment</b>	<b>Total</b>	<b>Percentages</b>
1.	Median	6	75.00%
2.	High	2	25.00%
3.	Low	0	0.00%
<b>Total</b>		8	100%

Table 4.28: **Modal Commitment Distribution (Sample 6)**

<b>Rank</b>	<b>Modal Commitment</b>	<b>Total</b>	<b>Percentages</b>
1.	Median	7	63.64%
2.	High	2	18.18%
3.	Low	2	18.18%
<b>Total</b>		11	100%

Table 4.29: **Modal Commitment Distribution (Sample 7)**

<b>Rank</b>	<b>Modal Commitment</b>	<b>Total</b>	<b>Percentages</b>
1.	Median	19	73.08%
2.	Low	4	15.38%
3.	High	3	11.54%
<b>Total</b>		26	100%

Table 4.30: **Modal Commitment Distribution (Sample 8)**

<b>Rank</b>	<b>Modal Commitment</b>	<b>Total</b>	<b>Percentages</b>
1.	Median	10	76.92%
2.	Low	2	15.38%
3.	High	1	7.69%
<b>Total</b>		13	100%

Table 4.31: **Modal Commitment Distribution (Sample 9)**

<b>Rank</b>	<b>Modal Commitment</b>	<b>Total</b>	<b>Percentages</b>
1.	Median	15	60.00%
2.	High	8	32.00%
3.	Low	2	8.00%
<b>Total</b>		25	100%

The nine tables above indicate that the students use mostly the median modal commitment in their speeches. The highest percentage of the median modal commitment occurrences is found in sample 2. Sample 2 totally employs the median modal commitment without employing other categories of modal commitment. Other three samples employ the median modal commitment with percentages between 73% - 77%. They are sample 5 with 75.00%, sample 7 with 73.08% and sample 8 with 76.92%. The other four samples employ the median modal commitment with percentages between 63% - 67%. They are sample 1, sample 3, sample 4 with 66.67%, each and sample 6 with 63.64%. Sample 9 has

the lowest percentage of the median modal commitment occurrences among the nine speeches with 60%.

In terms of the use of the high modal commitment, the nine tables above show that sample 9 has the highest percentage of the high modal commitment occurrences among the nine samples with 32.00%. Following sample 9 are sample 1 with 26.67% and sample 5 with 25.00%. Other four samples employ the high modal commitment with percentages between 11% - 19%. They are sample 3 and sample 4 with 16.67% each, sample 6 with 18.18% and sample 7 with 11.54%. Sample 8 reaches only 7.69% of the high modal commitment occurrences. On the other hand, sample 2 does not employ any high modal commitment.

With regard to the use of the low modal commitment, the nine tables above show that sample 6 has the highest percentage of the low modal commitment occurrences. It reaches 18.18% of the low modal commitment occurrences of all modal commitment identified in that sample. Following sample 6 are sample 3 and sample 4. Both samples have 16.67% each. Two samples have 15.38% of the low modal commitment occurrences in each sample. They are sample 7 and sample 8. Sample 1 and sample 9 have percentages of the low modal commitment occurrences less than 10%. Sample 1 has only 6.67% and sample 9 has only 8.00%. Two out of the nine samples, on the other hand, do not employ any low modal commitment. They are sample 2 and sample 5.



## **B. Discussions**

This subchapter explores, interprets and discusses the research findings which are served in the previous subchapter. This subchapter is divided into three parts. The first part explores, interprets and discusses the findings based on the first research question: “*What is the dominant mood type among the students’ speeches?*” The second part explores, interprets and discusses the findings based on the second research question: “*How does the selection of the person system influence the interpersonal metafunction of the speeches?*” The last part explores, interprets and discusses the findings based on the third research question: “*How do the speeches realize modal commitment?*” These findings are interpreted whether their speeches, in terms of the three research questions, are appropriate or not. To judge the appropriateness of their speeches, this study uses other references from other studies which investigates speeches delivered by well-known public figures who are very famous for their speeches.

### **1. The Dominant Mood Type among the Students’ Speeches**

The first research question “*What is the dominant mood type among the students’ speeches?*” explores mood types in the students’ speeches. The findings of the investigation on the mood types of the students’ speeches indicate that the dominant mood type among their speeches is the declarative one. The declarative mood dominates with 249 occurrences, or 94.32%. The frequent employment of the declarative mood reflected in their speeches corresponds with the findings of

on public speeches, such as Lin (2011) and Humphries (2006). Lin (2011) explores the interpersonal metafunction of Obama's speeches. Lin study shows that the declarative mood dominates Obama's speeches. On another study, Humphries (2006) investigates Winston Churchill's "*We Shall Fight on the Beach*" speech for its textual, experiential, and interpersonal metafunctions. His study shows that Churchill employs mostly the declarative mood in his speech. In conclusion, both studies show that public speeches frequently use the declarative mood; therefore, the domination of the declarative mood in the students' speeches is appropriate. Both studies also argue that the frequent use of the declarative mood is to convey information to the listeners. In line with both findings, a large number of the declarative mood employments in the students' speeches show the students' efforts to show their competence in delivering speeches especially in giving information about who they are, what their values are, what their visions and missions are, and what their policies will be. The three following data show the students' efforts in giving information about who they are.

IM.S7/003	my name	's	Andyani Larasati
	Subject	Finite	Complement
	Mood		Residue

IM.S2/003	I	'm	a semester 4 student of English education department
	Subject	Finite	Complement
	Mood		Residue

IM.S4/004	now,	I	'm	the secretary of EDS
	Adjunct	Subject	Finite	Complement
	Residue	Mood		

As can be seen from the three data above, the mood element consists of Subject which is followed by Finite which is a typical arrangement of declarative mood. The three data above use the declarative mood to show the students' efforts in giving information about who they are. In datum IM.S7/003, the student gives information about her name. In datum IM.S2/003, the student gives information about her current study. In datum IM.S4/004, the student gives information about her current position in an organization. Besides giving information about who they are, the students also use the declarative mood to show their competence in giving information about what their values are. The three following data indicate this finding.

IM.S3/014	I	'm	honest, capable, confident, open-minded and friendly
	Subject	Finite	Complement
	Mood		Residue

IM.S6/005	I	'm	honest, good at presenting, organizing other members whenever we have event, leading, communicating to someone I just recently knew
	Subject	Finite	Complement
	Mood		Residue

IM.S9/009	as a person,	I	'm	very	committed	to everything I do
	Adjunct	Subject	Finite	Adjunct	Complement	Adjunct
	Residue		Mood			

Those three data also use the Subject<sup>Finite</sup> arrangement of the mood elements. Through the use of the declarative mood, those data show the students' efforts to give information about what their values are. In data IM.S3/014 and IM.S9/009, the declarative moods are employed to give information about the students' personal values. Datum IM.S6/005 informs about the student's organizational skills. The use of the declarative mood to inform others about their values as what are stated previously is regarded as their efforts to convince other people that they are strong candidates and they have qualities that make them fit into the position to be the leader of a certain organization. Another purpose of employing the declarative mood in their speeches is to show their competence in stating their visions and missions, as shown by the following data.

IM.S7/017	as a leader,	I	will	bring	this organization	to be the best and the most qualified in this university
	Adjunct	Subject	Finite	Predicator	Complement	Adjunct
	Residue	Mood				

IM.S8/006	as a leader,	I	will	bring	this organization, EDSA,	to be the most productive and professional organization,
	Adjunct	Subject	Finite	Predicator	Complement	Adjunct
	Residue	Mood				

Data IM.S7/017 and IM.S8/006 employ the declarative mood by using the Subject^Finite arrangement on their mood elements. Both data show the students' efforts in explaining the visions they have for the organizations. By employing the declarative mood, they tell others about where they are going to bring the organizations. By doing this, they can show the listeners that they are visionary candidates. They want to show that they have the competencies to make the listeners believe that they deserve to be chosen. Another aim of using the declarative mood in the speeches is to show their competence in explaining what their policies will be. The three following data show this finding.

IM.S3/016	I	will	continue to improve	the quality of our staffs and the publication of SALC	to be more interesting for freshmen	and also	to make a comfortable SALC to be visited
	Subject	Finite	Predicator	Complement	Adjunct		Adjunct
	Mood		Residue				

IM.S7 /026	I	will	maintain	all programs that EDSA has before.	
	Subject	Finite	Predicator	Complement	
	Mood		Residue		

IM.S9 /024	not only that,	I	will	also	add	one or two more languages
	Adjunct	Subject	Finite	Adjunct	Predicator	Complement
	Residue		Mood			



All of those data employ the declarative mood through the use of Subject^Finite arrangement on the mood elements. The declarative mood in those three data is employed to show the students' ability in explaining what policies that they have in their minds.

Besides finding the declarative mood, this study also finds that the students also employ the imperative mood in their speeches with 14 occurrences, or 5.30%. The use of the imperative mood in persuasive speeches also correspond with some previous studies such as Humphries (2006) and Lin (2011). Lin (2011) argues that the imperative mood is a good means for persuasion to make the listeners take further action. The three following data show the use of the imperative mood in the students' speeches. They show that the students use the imperative mood to make the listeners vote for them through either positive polarity, as shown by datum IM.S5/020, or negative polarity, as shown by data IM.S1/021 and IM.S9/038. Besides that, the use of the imperative mood also shows the student's effort to invite the listeners to take parts in the betterment of the organization, as shown by data IM.S4/024 and IM.S4/032.

IM.S5/020	so	vote	for me, Rachmat,	as the English debating society president in the period of 2013/2014
		Predicator	Adjunct	Adjunct
		Residue		

IM.S1/021	so	don't	forget to vote	me, Tias Mafazatu	as the president of SAFEL
		Finite	Predicator	Complement	Adjunct
		Mood	Residue		

IM.S9/038	so	everyone,	don't	forget to vote	me, Laela,	as the president of SAFEL.
		Vocative	Finite	Predicator	Complement	Adjunct
			Mood	Residue		

IM.S4/024	let's	make	our EDS	better
	Subject	Predicator	Complement	Complement
	Mood	Residue		

IM.S4/032	let's	change
	Subject	Predicator
	Mood	Residue

It is interesting to note that among the nine samples, there is only one datum which shows the interrogative mood. According to Lin (2011), the use of the interrogative mood in public speeches is not prominent. Lin argues that the interrogative mood in public speeches is to inform the listeners about how to act, not to seek an answer from the listeners. However, in this study, one of the students uses the interrogative mood to indirectly ask the listeners to vote for her, as shown by datum IM.S9/004.

IM.S9/004	should	you	vote	me?
	Finite	Subject	Predicator	Complement
	Mood	Residue		

## 2. The Selection of the Person Systems of the Speeches

The second research question “*How does the selection of the person system influence the interpersonal metafunction of the students’ speeches?*” explores the person systems used in the nine sample speeches. The person systems are categorized into three: the first person system, the second person system and the third person system. The first person system involves pronoun “*I*” including “*me*”, “*my*” and “*mine*” and also pronoun “*we*” including “*us*”, “*our*” and “*ours*”. The second person system involves pronouns “*you*” including “*your*” and “*yours*”. The third person system involves pronouns “*he*”, “*she*”, “*it*”, including “*his*”, “*him*”, “*her*”, “*hers*”, and “*its*”. Among 284 pronouns identified in the nine sample speeches, 77.11% of them are in the form of the first person system. This

means the first person system dominates all of the person systems occurring in the students' speeches. Among the nine samples, eight employ all of the three person systems; the other one employs only the first and the second person systems. It makes the third person system has the fewest percentage of occurrences among all person systems.

The domination of the first person system in the speeches corresponds with some previous studies on public speaking, such as Lin (2011), Horvath (2009), Duran (2008) and Humphries (2006). These earlier studies indicate that the first person system is frequently employed in speeches. They argue that the first person system can create friendly atmosphere and can shorten the distance between the speakers and the audiences. This applies especially to the inclusive pronoun "*we*". Luzon (2009, in Rasti, 2011) argues that inclusive "*we*" can be used as "a solidarity strategy intended to involve the reader and build a working relationship." Indeed, the use of "*we*" in the students' speeches reflect their efforts to make their relationships towards their listeners closer and to involve the listeners to bring the actions that they are going to do, as shown by the three following data.

Those three data also use the Subject<sup>Finite</sup> arrangement of the mood elements. Through the use of the declarative mood, those data show the students' efforts to give information about what their values are. In data IM.S3/014 and IM.S9/009, the declarative moods are employed to give information about the students' personal values. Datum IM.S6/005 informs about the student's organizational skills. The use of the declarative mood to inform others about their values as what are stated previously is regarded as their efforts to convince other people that they are strong candidates and they have qualities that make them fit into the position to be the leader of a certain organization. Another purpose of employing the declarative mood in their speeches is to show their competence in stating their visions and missions, as shown by the following data.

Those three data show the use of pronoun “*we*” in the students’ speeches. Those three data show that the use of “*we*” in the speeches show the students’ efforts to shorten their distance with the listeners. Moreover, the use of “*we*” also shows their intention to share responsibilities with their listeners. They want to show that the responsibilities on managing the organizations is not only on the candidates, but also on the listeners. Furthermore, the use of “*we*” also shows their humble attitude. However, the use of “*we*” in their speeches is not as many as the use of pronoun “*I*”. In fact, the use of pronoun “*I*” exceeds that of pronoun “*we*”.

Even though the frequent use of pronoun “*I*” that exceeds the use of “*we*” in the students’ speeches does not correspond with some earlier studies such as Horvath (2009), Duran (2008), and Humphries (2006), it is not necessary to conclude that their use of first person system in their speeches is inappropriate. The use of “*I*” implies some consequences. The use of “*I*” in their speeches reflects the students’ efforts to show the responsibilities they take towards what they say. The use of pronoun “*I*” in the speeches implies that they are ready to take the responsibilities for being a leader in an organization, as shown by datum IM.S9/032. Furthermore, the use of “*I*” in their speeches also tells the listeners about their qualities in order to convince the listeners to believe that they deserve to be the leaders, as shown by datum IM.S4/009. Such things are normal in persuasive speeches, speeches are used to persuade people to choose someone to be the leader. In order to convince other people to choose them, they should tell

them that they have qualities and that they are ready to take the responsibilities for being a leader.

IM.S9/032	however, <b>I</b>	'm	ready	to face	the challenges that might come along with this position
		Subject	Finite	Complement	Predicator
		Mood	Residue		

IM.S4/009	and <b>I</b>	'm not	an easily give up person
		Subject	Finite
		Mood	Residue



Besides the first person system, the third person system also gives a close atmosphere between the students and the audience. By using the third person system, the students try to invite the audience to think, to act, and to stand in the same point of view. However, the use of the third person system is not significant. There are only 18 out of 284 occurrences, or 6.34%. The three following data are examples of the use of the third person system in the students' speeches. In IM.S6/011 and IM.S3/012, the students use "*we*" and "*its*" that reflect the intimacy between the students and the listeners. In IM.S4/023, the student uses "*it*" and "*they*" that reflect the intention to invite the listeners to take the same point of view.

IM.S6/011	therefore,	<b>we</b>	need		something	to bring SAFEL back to <b>its</b> old day
		Subject	(present) Finite	(need) Predicator	Complement	Adjunct
		Mood		Residue		

IM.S3 /012	therefore,	<b>we</b>	need		something	to bring SAFEL back to <b>its</b> old day	be	more interesting	for freshmen
		Subject	(present) Finite	(need) Predicator	Complement	Adjunct	Predicator	Complement	Adjunct
		Mood		Residue					

IM.S4/023	because for me,	the real winners	are	the people who look every situation with an expectation that <b>they</b> can make <b>it</b> work or make <b>it</b> better				
	Adjunct	Subject	Finite	Complement				
	Residue		Mood					

In terms of the use of the second person system, this study finds that the use of the second person system is on the second rank among the three person systems. The use of the second person system in the students' speeches with only 47 occurrences or 16.55% shows that the students realize that they should not make the distance between them and the audience too far by using pronoun "*you*". It seems that they do not too much show their authoritativeness. Yet, the use of "*you*" in their speeches shows their humble and sincere attitudes in expressing their hopes towards the audience, as shown by datum IM.S5/019. The use of "*you*" also appears in clauses which express the students' sincere gratitude for their listeners' support, as in IM.S3/005. Although the use of pronoun "*you*" that reflects their authority appears, it is still acceptable since an orator at some points needs to show his/her authority towards his/her audiences in order to convince them, as in IM.S4/012. Moreover, it also corresponds with previous studies on public speeches done by Lin (2011) and Wang (2010) which show that the second person system pronouns are also found in the public speeches.

IM.S5/019	I	will not	give	anything	to <b>you</b>	without the support that <b>you</b> give which can encourage me to give, to do everything for English Debating Society to be better
	Subject	Finite	Predicator	Complement	Adjunct	Adjunct
	Mood		Residue			

IM.S3/005	thank <b>you</b>	for considering me	to be the next SALC manager
	Complement	Adjunct	Adjunct
	Residue		

IM.S4/012	well,	there	are	also	some reasons <b>you</b> should vote for me
		Subject	Finite	Adjunct	Complement
		Mood			Residue

### 3. The Modal Commitment Realized in the Speeches

The third research question “*How do the speeches realize modal commitment*” requires investigations on the use of modal commitment in the students’ speeches. The modal adjuncts and the Finites of each data are explored and classified into three categories: high, median, and low modal commitments. Among the nine sample speeches, there are 120 modal commitments identified. Based on the research findings on the previous subchapter, this study finds that most students employ the median modal commitment in their speeches with 83 occurrences or 69.17%. In the second rank is the high modal commitment with 23 occurrences or 19.17% and in the last rank is the low modal commitment with 14 occurrences or 11.67%.

The domination of the use of the median modal commitment corresponds with some previous studies on public speeches such as Lin (2011) and Humphries (2006). Lin argues that the use of the median modal commitment leads the listeners to agree with the speaker. Humphries gives more thorough explanation on the use of median modal commitment in the speeches, especially the use of “*will*” and “*shall*”. He argues that both Finites are employed for three reasons: “firstly, to remove any probability that the audience will fight; secondly, to impose the obligation that they must fight; and thirdly, to take for granted the ability of the population to do so” (2006:78). In conclusion, the use of the median modal commitment gives a fairly strong emphasis on what the speakers say to lead the

listeners to agree with them. However, the three following data indicate rather different uses of the median modal commitment in the students' speeches.

IM.S1/015	it	<b>will</b>	be	very useful	for us, for everyone who want to know about cultures from other countries
	Subject	Finite	Predicator	Complement	Adjunct
	Mood		Residue		

IM.S9/018	as a leader,	I	<b>will</b>	bring	this organization	to be the most favorite student organization	in this college
	Adjunct	Subject	Finite	Predicator	Complement	Adjunct	Adjunct
	Residue		Mood				

IM.S5/019	I	<b>will not</b>	give	anything	to you	without the support that you give which can encourage me to give, to do everything for English Debating Society to be better
	Subject	Finite	Predicator	Complement	Adjunct	Adjunct
	Mood		Residue			

The three data illustrate the use of the median modal commitment in the speeches by the students. The first datum, IM.S1/015, shows that the student tries to lead the listeners to agree with him. He/she leads them to believe that the cross cultural understanding program will be useful for them by using the median modal commitment “*will*”. The second datum, IM.S9/018, has different orientation. This datum shows that the student tries to show his/her commitment to do something by using median modal commitment “*will*”. The last datum, IM.S5/019, shows that the student uses “*will*” to get the listeners’ empathy and support.

The students use the high modal commitment in their speeches more than they do the low modal commitment. Eight out of nine students use the high modal commitment in their speeches. One of the uses of the high modal commitment in the students’ speeches, according to Lin (2011), is to show the speaker’s strong determination to achieve his/her goals. The speakers’ strong determination to achieve their goals is also reflected in the student’s speeches, as shown by data IM.S1/010 and IM.S9/017. Besides showing their strong determination to reach their goals, most of them also use the high modal commitment to emphasize their qualities, as shown by data IM.S4/007 and IM.S7/011. Furthermore, the students use the high modal commitment to emphasize their readiness to be a leader, as shown by datum IM.S5/013.



IM.S1/010	but	we	<b>have to</b>	increase	our existence	in other universities
		Subject	Finite	Predicator	Complement	Adjunct
		Mood		Residue		

IM.S9/017	and with all my personalities,	I	'm	<b>extremely</b>	sure	we can recognize each other and cooperate together
	Adjunct	Subject	Finite	Adjunct	complement	Complement
	Residue	Mood				

IM.S4/007	as a person,	I	'm	<b>very</b>	strict to myself
	Adjunct	Subject	Finite	Adjunct	Complement
	Residue	Mood			

IM.S7/011	I	'm	<b>very</b>	open-minded
	Subject	Finite	Adjunct	Complement
	Mood			Residue

IM.S5/013	because of my achievement in the past,	I	'm	<b>strongly</b>
	Adjunct	Subject	Finite	Adjunct
	Residue	Mood		

ready	to lead	you all	to be better organization, to reach more achievement, to increase the knowledge, to expand the experience, and, of course, to bring English debating society as, to the top of the magnificence
Complement	Predicator	Complement	Adjunct

It is interesting to notice that the students use very few low modal commitment. The use of the low modal commitment with only 14 occurrences or 11.67% shows that the students realize that the use of the low modal commitment opens the possibility for other people to doubt the speaker's proposition. Even so, it is interesting to note that two students inappropriately uses the low modal commitment which opens such a possibility, as shown by data IM.S1/017 and IM.S7/030. The use of "*maybe*" and "*can*" in datum IM.S1/017 and the use of "*can*" in datum IM.S7/030 give a weak impression that shows the students' uncertainty in planning future programs, so that the audience may have doubt in what they are saying. In a persuasive speech, it is important not to let the listeners have doubt in what he/she is saying.

IM.S1/017	maybe	we	<b>can</b>	do	some activities such as culture festival event or table manner event or et cetera
	Adjunct	Subject	Finite	Predicator	Complement
	Mood			Residue	

IM.S7/030	and	this program	<b>can</b>	be	in the form of having meals together, doing outbound activity, or having a trip together
		Subject	Finite	Predicator	Complement
		Mood		Residue	

However, the other uses of the low modal commitment among the students' speeches do not open the possibility that the listeners doubt their propositions or their proposals. As examples, the use of "*can*" in datum IM.S4/029 and the use of "*may*" in datum IM.S8/016 do not show the students' uncertainty, but rather show the students' efforts to shorten the distance between them and the listeners. Moreover, the use of "*can*" in datum IM.S4/029 shows the student's effort to encourage the listeners to believe in themselves and to be confident in their abilities. This conclusion is based on Ye's findings (2010) in investigating Obama's speeches. Ye concludes that the use of "*can*" in Obama's famous slogan "*yes, we can*" is to encourage Americans to be confident in their abilities.

IM.S4/029	we	<b>can</b>	start	over and over
	Subject	Finite	Predicator	Adjunct
	Mood		Residue	

IM.S8/ 016	because	that	<b>may</b>	make	you	bored
		Subject	Finite	Predicator	Complement	Complement
		Mood		Residue		

## **CHAPTER V**

### **CONCLUSIONS AND SUGGESTIONS**

This chapter is divided into two subchapters. The first subchapter presents the conclusions of this study. The conclusions are drawn based on the findings which answer the three research questions. The second subchapter offers some suggestions to some parties which are related to the findings of this study.

#### **A. Conclusions**

This subchapter presents some conclusions of this study. Based on the objectives of the study, three conclusions are made. The first is related to the mood types employed in the students' speeches. The second is related to the person systems realized in the students' speeches. The last is related to the modal commitments realized in the students' speeches.

##### **1. The Dominant Mood Type Employed in the Students' Speeches**

The dominant mood type employed in the students' speeches is the declarative mood with 249 out of 264 occurrences or 94.32% in all sample speeches. The use of the declarative mood in the students' speeches show the students' awareness of the usage of the declarative mood. Their use of the declarative mood is to show their competencies in delivering persuasive speeches

by giving information about who they are, what their values are, what their visions and missions are, and what their policies will be. This finding corresponds with some previous studies on public speaking such as Lin (2011) and Humphries (2006) who find that the declarative mood dominates the mood types employment in the Obama's and Churchill's speeches. Therefore, the domination of the declarative mood in the students' speeches is appropriate.

## **2. The Selection of the Person Systems of the Speeches**

Most of the students use the first person system in their speeches with 219 out of 285 occurrences or 76.84%. With the high frequency of the use of the first person system "*I*", the students try to show their responsibilities that they are ready to take. The use of "*I*" also shows that the students try to tell the listeners everything about themselves, especially their qualities. Besides pronoun "*I*" and those which are associated with "*I*", the first person pronoun "*we*" is also used. The students use the first person system "*we*" to show their efforts to shorten the distance between them and the listeners. It can be concluded that the students realize the importance of shortening the distance between them and the listeners in a speech. In shortening the distance between them and the listeners, some students also use the third person system although the occurrences are very low. They also use the second person system in their speeches. Even though many researchers argue that the use of the second person system can show the authoritativeness of the speakers towards their audiences, the use of the second person system in the

students' speeches mostly does not show such atmosphere. Most of the students use the second person system to show their humble and sincere attitudes in expressing their hopes and their gratitude towards the audience. Although the use of the second person system to show their authoritativeness still appears, it is still acceptable since at some points a speaker needs to show his/her authoritativeness towards the audience.

### **3. The Modal Commitment Realized in the Speeches**

Most of the speeches employ the high, median, and low modal commitments. This study finds that the median modal commitment dominates the use of modal commitments in the students' speeches with 83 out of 120 occurrences or 69.17%. The use of median modal commitment in the students' speeches shows that the students try to show their commitment to do something. Furthermore, they also use the median modal commitment to show their efforts to lead the audience to agree with them. In terms of the use of the high modal commitment, the students use it to show their strong determination to achieve their goals. Furthermore, they use the high modal commitment to emphasize their qualities and their readiness to take the responsibilities for being a leader. In terms of the use of low modal commitment, some students use the low modal commitment to show their effort to encourage the audience to believe to be confident in their abilities. However, some students employ the low modal commitment which gives a weak impression and which shows their uncertainty in planning future programs. The low modal

commitment which gives such impression is not appropriate in public speaking, especially persuasive speeches because it makes the main aim of persuasive speeches, that is to persuade people to do or to believe in something, not met.

## **B. Suggestions**

There are some suggestions drawn from the findings of this study to some parties.

### **1. To the Students of English Education Department**

It is necessary for the students to evaluate their own speeches in terms of the interpersonal metafunction. It is also suggested to the students to learn the interpersonal meanings realized in public figures' speeches in order to be able to make appropriate speeches in terms of interpersonal meanings, especially the use of modal commitment which this study shows that some problems in terms of the use of modal commitment are found in their speeches. It is also suggested that they learn more about interpersonal metafunction, especially that which is realized in public figures' speeches, in order to be able to teach their students how to produce speeches appropriately and to utilize it as one of the assessment instruments when they become English teachers in the future.



## **2. To the Speaking Class Lecturers of English Education Department**

It is suggested to the speaking class lecturers of English Education Department to teach some aspects of interpersonal metafunction in making speeches and take into account some aspects of interpersonal metafunction in evaluating the students' speeches.

## **3. To the English Education Department Authority**

It is suggested to the authority of the English Education Department to socialize the importance of using some aspects of interpersonal metafunction in teaching public speaking and to evaluate the students' speech performances.

## **4. To the Other Researchers**

Considering that this study only focuses on the mood types, the person systems, and the modal commitments of the students' speeches, it is recommended that other researchers also to conduct studies investigating students' ability in performing speeches based on other focuses of interpersonal metafunction such as the modal responsibilities and the modal evaluations.

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# **APPENDIX A**

## **Mood Analysis**

### Mood Analysis - Sample 1

hi	everyone,	good morning
Complement	Vocative	Complement
Residue		Residue

I	'm	very	respectful	to be nominated	as president of SAFEL
Subject	Finite	Adjunct	Complement	Predicator	Adjunct
Mood			Residue		

thank you very much	for your believing given to me
Complement	Adjunct
Residue	

today,	I	would like	to share	you	about my vision, mission, and program
Adjunct	Subject	Finite	Predicator	Complement	Complement
Residue	Mood				

my vision	is	to make SAFEL as the best student activities in campus
Subject	Finite	Complement
Mood		Residue

and	my mission	is	to make SAFEL as the place to everyone who wants to study about every culture in the world
	Subject	Finite	Predicator
	Mood		Residue

SAFEL, as the student activities,	have to	increase	the existence	in campus area	actually,	not just in campus,
Subject	Finite	Predicator	Complement	Adjunct	Adjunct	Adjunct
Mood		Residue			Residue	

but	we	have to	increase	our existence	in other universities
	Subject	Finite	Predicator	Complement	Adjunct
	Mood		Residue		



and then	to increase our existence	we	have to	widening	our relationship with others organization, especially with organization which concentrate in language activities
	Adjunct	Subject	Finite	Predicator	Complement
	Residue	Mood			

if	I	(am)	elected	as the president of SAFEL	I	will	continue	the programs before
	Subject	Finite	Predicator	Adjunct	Subject	Finite	Predicator	Complement
	Mood			Residue	Mood			

but	I	will	add	some program like the cross cultural understanding program
	Subject	Finite	Predicator	Complement
	Mood			

it	will	be	very useful	for us, for everyone who want to know about cultures from other countries
Subject	Finite	Predicator	Complement	Adjunct
Mood				

also,	it	will	be	useful to understand about behavioristic of people from other countries
	Subject	Finite	Predicator	Complement
	Mood		Residue	

maybe	we	can	do	some activities such as culture festival event or table manner event or et cetera
Adjunct	Subject	Finite	Predicator	Complement
Mood			Residue	

I	will	bring	this organization	to be the best, productive and competitive student activities	in campus
Subject	Finite	Predicator	Complement	Adjunct	Adjunct
Mood		Residue			

and the last,	I	will	optimize	every programs in SAFEL
	Subject	Finite	Predicator	Complement
	Mood		Residue	

I	believe		we will be the best partner and make SAFEL better than before
Subject	(present)	(believe)	Complement
	Finite	Predicator	
Mood		Residue	

so	don't	forget to vote	me, Tias Mafazatu	as the president of SAFEL
	Finite	Predicator	Complement	Adjunct
	Mood	Residue		

thank you
Complement
Residue

## Mood Analysis – Sample 2

good morning	everyone
Complement	Vocative
Residue	

my name	's	Ratna Rismayanti
Subject	Finite	Complement
Mood		Residue

I	'm	a semester 4 student of English education department
Subject	Finite	Complement
Mood		Residue

and	I	'm	running	for English department student association or EDSA chief 2014
	Subject	Finite	Predicator	Adjunct
	Mood		Residue	

professional, solid, and innovative, these	are	my goals of the year and ones that I promise to deliver on
Subject	Finite	Complement
Mood		Residue

dear friends,	today's election	is	important	to both short-term and long-term future of edsa
Vocative	Subject	Finite	Complement	Adjunct
	Mood		Residue	

that	is	why we need strong leadership
Sub-	Finite	-ject
Mood		

I	would like	to remind	you all	that the position of chief is not a figurehead
Subject	Finite	Predicator	Complement	Complement
Mood		Residue		

this	is	a real job with a real hardwork and strong dedication
Subject	Finite	Complement
Mood		Residue

and	I	feel		that I'm the best qualified candidate to perform the job and assume the role
	Subject	(present) Finite	(feel) Predicator	Complement
	Mood		Residue	

I	come out		bringing	new energy and new enthusiasm	to the edsa
Subject	(present) Finite	(come out) Predicator	Predicator	Complement	Adjunct
Mood		Residue			

I	have		a modest track record	in the school academic as well as participation in activities
Subject	(present) Finite	(have) Predicator	Complement	Adjunct
Mood		Residue		

furthermore,	I	'm	ready	to work	with willingness	for your benefits
	Subject	Finite	Complement	Predicator	Adjunct	Adjunct
	Mood		Residue			

if	you	empower		me	with your confidence and trust
	Subject	(present) Finite	(empower) Predicator	Complement	Adjunct
	Mood		Residue		

I	will	work	as well as I can	using the time management and critical thinking skills I have attained through my experience
Subject	Finite	Predicator	Adjunct	Adjunct
Mood		Residue		

well friends,	paying meaningless lip service to some important issues			is	no longer an option
Vocative	Subject			Finite	Complement
	Mood				Residue

the time	has	come	for action
Subject	Finite	Predicator	Adjunct
Mood	Residue		

here,	I	have	identified	the crucial issues that need concerted and immediate intervention and solutions
Adjunct	Subject	Finite	Predicator	Complement
	Mood	Residue		

in academic area,	my goal	is	ensuring all members to have good achievements in their academic
Adjunct	Subject	Finite	Predicator
	Mood	Residue	

and	my program	is	making forum for debate, study club, and some public speaking practices
	Subject	Finite	Complement
	Mood	Residue	

in organizational area,	I	want to	create	a solid, professional team work	to increase the quality of edsa and its members
Adjunct	Subject	Finite	Predicator	Complement	Adjunct
	Mood	Residue			

together,	we	will	find	the best possible solutions to the core obstacles of edsa
Adjunct	Subject	Finite	Predicator	Complement
Residue		Mood		

under my leadership,	edsa	will	become	your platform to voice your concerns, a medium to project envisioned solutions and a forum for constructive debate
Adjunct	Subject	Finite	Predicator	Complement
Residue		Mood		

so,	remember to vote	me, Ratna Rismayanti	for EDSA chief 2014
	Predicator	Complement	Adjunct
Residue			

do not	forget
Finite	Predicator
Mood	Residue

thank you
Complement
Residue



### Mood Analysis – Sample 3

Hi	everybody
Complement	Vocative
Residue	

good morning
Complement
Residue

I	'm	Nurin Afifah
Subject	Finite	Complement
Mood	Residue	

and	I	'm	running	for a position to be a SALC manager
	Subject	Finite	Predicator	Adjunct
	Mood		Residue	

thank you	for considering me to be the next SALC manager
Complement	Adjunct
Residue	

since first	I	have	been	a passionate advocate to be the SALC manager
Adjunct	Subject	Finite	Predicator	Complement
Residue	Mood			

because	I	want to	arrange	the more practical efficient library	for our freshmen
	Subject	Finite	Predicator	Complement	Adjunct
	Mood		Residue		

I	'm	experienced	in such organization
Subject	Finite	Predicator	Adjunct
Mood	Residue		

since	I	have	been	a member of SALC	for two years
	Subject	Finite	Predicator	Complement	Adjunct
	Mood	Residue			

and	I	have	been	a member of EDSA	for two years
	Subject	Finite	Predicator	Complement	Adjunct
	Mood	Residue			

in those period,	I	have	found	some motivation to improve our effectiveness of having an English library
	Subject	Finite	Predicator	Complement
	Mood		Residue	

and	also	how	it	can	be	more interesting	for freshmen
	Adjunct	Adjunct	Subject	Finite	Predicator	Complement	Adjunct
	Residue		Mood				

I	feel		that I'm thoroughly capable of handling the responsibility that is given to be a manager on the executive board of SALC
Subject	(present) Finite	(feel) Predicator	Complement
Mood		Residue	

I	'm	honest, capable, confident, open-minded and friendly
Subject	Finite	Complement
Mood		Residue

if	I	(am)	elected
	Subject	Finite	Predicator
	Mood		Residue

I	will	continue to improve	the quality of our staffs and the publication of SALC
Subject	Finite	Predicator	Complement
Mood		Residue	

to be more interesting for freshmen	and also	to make a comfortable SALC to be visited
Adjunct		Adjunct

I	care		about your interests and your voice
Subject	(present) Finite	(care) Predicator	Adjunct
Mood		Residue	

I	care		about making SALC opportunities are equally distributed as possible for each and every one of you
Subject	(present) Finite	(care) Predicator	Complement
Mood		Residue	

I	will not	make	my decisions	on my own
Subject	Finite	Predicator	Complement	Adjunct
Mood		Residue		

and	I	will	make	them	based on our discussion
	Subject	Finite	Predicator	Complement	Adjunct
	Mood		Residue		

come
Predicator
Residue

share	ideas
Predicator	Complement
Residue	

and	I	will	make	them	true
	Subject	Finite	Predicator	Complement	Complement
	Mood		Residue		

### Mood Analysis – Sample 4

hi	EDS members
Complement	Vocative
Residue	

my name	's	Windy Harsiwi
Subject	Finite	Complement
Mood		Residue

and	I	'm	running	for the president of English Debating Society or EDS
	Subject	Finite	Predicator	Adjunct
	Mood		Residue	

now,	I	'm	the secretary of EDS
Adjunct	Subject	Finite	Complement
Residue	Mood		

and	I	have	been	the member of SAFEL and EDS	for two years
	Subject	Finite	Predicator	Complement	Adjunct
	Mood		Residue		

my motto	is	“be a first rate version of yourself, not a second rate version of someone else”
Subject	Finite	Complement
Mood		Residue

as a person,	I	'm	very	strict to myself
Adjunct	Subject	Finite	Adjunct	Complement
Residue		Mood		

I	commit		with everything I do
Subject	(present) Finite	(commit with) Predicator	Adjunct
Mood		Residue	

and	I	'm not	an easily give up person
	Subject	Finite	Complement
		Mood	Residue

my vision	is	to make our EDS to be well-known across Asia
Subject	Finite	Complement
Mood		Residue

and	my mission	is	to make EDS members more capable in debating
	Subject	Finite	Complement
		Mood	Residue

well,	there	are	also	some reasons you should vote for me
	Subject	Finite	Adjunct	Complement
		Mood	Residue	

first	is	I'm very responsible
Subject	Finite	Complement
Mood		Residue

even though	I	do		debate, tennis, plus a lot of afterlecture activities
	Subject	(present) Finite	(do) Predicator	Complement
	Mood		Residue	

I	still	turn in		all my assignments	on time
Subject	Adjunct	(present) Finite	(turn in) Predicator	Complement	Adjunct
Mood			Residue		

and	I	'm	a straight-a student
	Subject	Finite	Complement
	Mood		Residue

second,	I	'm	a good leader
	Subject	Finite	Complement
	Mood		Residue

I	will	listen to	people's opinions,	keep aware of	issues that concern the student body,
Subject	Finite	Predicator	Complement	Predicator	Complement
Mood		Residue			

and	make	myself	accessible
	Predicator	Complement	Complement

I	will	make	sure	that I represent the views of the student body
Subject	Finite	predicator	Complement	Complement
Mood	Residue			

third,	I	have	had	a lot of experience	in debating
	Subject	Finite	Predicator	Complement	Adjunct
	Mood	Residue			

I	have	gone	through Asia	as the representative of our university
Subject	Finite	Predicator	Adjunct	Adjunct
Mood	Residue			

and	the last	is	that I'm the kind of people who can work in every situation
	Subject	Finite	Complement
	Mood	Residue	



because for me,	the real winners	are	the people who look every situation with an expectation that they can make it work or make it better
Adjunct	Subject	Finite	Complement
Residue	Mood		

let's	make	our EDS	better
Subject	Predicator	Complement	Complement
Mood	Residue		

if	I	'm	elected
	Subject	Finite	Predicator
	Mood		Residue

I	will	add	some programs, such as debate for children, intern debate in Yogyakarta state university, and rehearsal with native speaker or lecturer once in three months
Subject	Finite	Predicator	Complement
Mood	Residue		

guys,	I	won't	say about	the bad side of the previous president
Vocative	Subject	Finite	Predicator	Complement
	Mood		Residue	

but	the point	is	that action is louder than words
	Subject	Finite	Complement
	Mood		Residue

we	can	start	over and over
Subject	Finite	Predicator	Adjunct
Mood		Residue	

but	if	our actions	don't	change
		Subject	Finite	Predicator
		Mood		Residue

the words	become		meaningless
Subject	(present) Finite	(become) Predicator	Complement
Mood		Residue	

let's	change	vote for	me, Windy Harsiwi
Subject	Predicator	Predicator	Complement
Mood	Residue	Residue	

and	I	'll	make	sure	you won't be disappointed
	Subject	Finite	Predicator	Complement	Complement
	Mood		Residue		

again,	vote for	me, Windy Harsiwi	as the EDS president
Adjunct	Predicator	Compelement	Adjunct
Residue			

thank you
Complement
Residue

### Mood Analysis – Sample 5

good morning	everyone
Complement	
Residue	Vocative

my name	's	Rachmat Nur Hisyam
Subject	Finite	Complement
Mood		Residue

and	at this very fortunate occasion,	I	'd like	you	to consider	me
	Adjunct	Subject	Finite	Complement	Predicator	Complement
	Residue	Mood				

as the English debating society president
Adjunct

as one of the candidates of English debating society president,	I	realize	that I have to fulfil some qualifications like honest, responsible, punctual and excellent
Adjunct	Subject	(present) Finite	(realize) Predicator
Residue	Mood		Complement

and	I	believe		I have accomplished the qualifications as well
	Subject	(present) Finite	(believe) Predicator	Complement
	Mood		Residue	

it	is	proven	by the achievement that I had for several years as the most valuable student in the campus	
Subject	Finite	predicator	Adjunct	
Mood		Residue		

however	I	got		the achievement,
	Subject	(past) Finite	(get) Predicator	Complement
	Mood		Residue	

I	don't	even	forgot to finish	my student task on time
Subject	Finite	Adjunct	Predicator	Complement
Mood			Residue	

as a debater,	I	have	reached	some attainments on debating competition such as the winner of English debating championship of Yogyakarta, the runner-up of national English debating championship
Adjunct	Subject	Finite	Predicator	Complement
Residue	Mood			

and	I	have	prepared to be	the only delegation of UNY for world debating championship that will be held in Tokyo, Japan
	Subject	Finite	Predicator	Complement
	Mood	Residue		

besides that,	I	have	(been) trusted	as the adjudicator of some English debating contests
	Subject	Finite	Predicator	Adjunct
	Mood	Residue		

in addition,	I	have	been	in charge of being the general manager of the human resources development of English debating society
	Subject	Finite	Predicator	Adjunct
	Mood	Residue		

because of my achievement in the past,	I	'm	strongly	ready	to lead	you all
Adjunct	Subject	Finite	Adjunct	Complement	Predicator	Complement
Residue	Mood					

to be better organization, to reach more achievement, to increase the knowledge, to expand the experience, and, of course, to bring English debating society as, to the top of the magnificence
Predicator

as my promise in the campaign,	I	will	give	some resolutions	to the organization	to be better
Adjunct	Subject	Finite	Predicator	Complement	Adjunct	Adjunct
Residue	Mood					

I	will	optimize	the use of facilities we have
Subject	Finite	Predicator	Complement
Mood	Residue		

I	will	make	some activities	to increase our creativity
Subject	Finite	Predicator	Complement	Adjunct
Mood	Residue			

I	will	make	some progress	on training the debater as a good adjudicator
Subject	Finite	Predicator	Complement	Adjunct
Mood		Residue		

and,	for all the mission,	I	have	planned	to finish them	in 300 days of my period leading
	Adjunct	Subject	Finite	Predicator	Adjunct	Adjunct
	Residue	Mood				

I	will not	give	anything	to you	without the support that you give which can encourage me to give, to do everything for English Debating Society to be better
Subject	Finite	Predicator	Complement	Adjunct	Adjunct
Mood		Residue			

so	vote	for me, Rachmat,	as the English debating society president in the period of 2013/2014
	Predicator	Adjunct	Adjunct
	Residue		

thank you
Complement
Residue

### Mood Analysis – Sample 6

my name	's	Danar Khoirunnisa
Subject	Finite	Complement
Mood	Residue	

and	I	'm	running	for SAFEL President
	Subject	Finite	Predicator	Complement
	Mood	Residue		

as a person,	I	'm	really	full of commitment	with everything I do
Adjunct	Subject	Finite	Adjunct	Complement	Adjunct
	Mood				
Residue					

I	'm	really strict	to the rules which the SAFEL has
Subject	Finite	Complement	Adjunct
Mood		Residue	

I	'm	honest, good at presenting, organizing other members whenever we have event, leading, communicating to someone I just recently knew
Subject	Finite	Complement
Mood	Residue	

and, and, moreover	I	do not	know	the words “surrender” nor “give up”
	Subject	Finite	Predicator	Complement
	Mood	Residue		



so	I	will	take	all the risk	whenever it is possible to take
	Subject	Finite	Predicator	Complement	Adjunct
	Mood		Residue		

as a leader,	I	will	bring	SAFEL	to its glorious age again as what it used to be
Adjunct	Subject	Finite	Predicator	Complement	Adjunct
Residue	Mood				

we	know		SAFEL once had its golden era and used to be able to make a lot of achievement done by the members	of course
Subject	(present) Finite	(know) Predicator	Complement	Adjunct
Mood		Residue		

but	now,	it	is	nothing more than an organization consisting of students who want to learn language
	Adjunct	Subject	Finite	Complement
	Residue	Mood		

therefore,	we	need		something	to bring SAFEL back to its old day
	Subject	(present) Finite	(need) Predicator	Complement	Adjunct
	Mood		Residue		

in order to make it possible,	I	offer		you	a chance	by contributing myself as its president.
Adjunct	Subject	(Present) Finite	(offer) Predicator	Complement	Complement	Adjunct
Residue	Mood					

if	I	'm	elected	as the president
	Subject	Finite	Predicator	Adjunct
	Mood		Residue	

I	will	hold	a main event of this year	by mixing all the languages which SAFEL deals with into one occasion or we can say in one event
Subject	Finite	Predicator	Complement	Adjunct
Mood		Residue		

in this event,	there	will	be	native speakers from all languages who will share to us how to impress, attract a president or a director of a company, any company outside this country, or in the simple way, how to get ourselves implied in any company
Adjunct	Subject	Finite	Predicator	Complement
Residue	Mood			

later on,	I	will	provide	you	a better order of organization	by not only providing you an opportunity to learn languages in this beloved campus,in this faculty, but also providing you an opportunity to have a chance to languages abroad outside this country by including all the members into student-exchange program
Adjunct	Subject	Finite	Predicator	Complement	Complement	Adjunct
Residue	Mood					

and	I	guarantee	
	Subject	(present) Finite	(guarantee) Predicator
	Mood	Residue	

I	'll	make	sure	all of the members will able to bypass the requirements needed
Subject	Finite	Predicator	Complement	Complement
Mood	Residue			

this way,	we	will	have	a better SAFEL	as what it used to be and what it should be
Adjunct	Subject	Finite	Predicator	Complement	Adjunct
Residue	Mood				

so,	vote	for me, danar,	as the president of safel during this year period
	Predicator	Adjunct	Adjunct
	Residue		

thank you
Complement
Residue

### Mood Analysis – Sample 7

good afternoon	my beloved friends
Complement	Vocative
Residue	

it	is	a great pleasure	for me	to be here in this occasion
Subject	Finite	Complement	Adjunct	Adjunct
Mood		Residue		

my name	's	Andyani Larasati
Subject	Finite	Complement
Mood		Residue

I	'm	running	for the position of the chief of EDSA
Subject	Finite	Predicator	Complement
Mood		Residue	

and	as	you	know	
		Subject	(present)	(know)
			Finite	Predicator
		Mood		Residue

I	'm	a second-year-student of English Education Department
Subject	Finite	Complement
Mood		Residue

my dearest friends,	a wiseman	says		that an effective leadership is not about making speeches or being liked; leadership is defined by results not attributes
Vocative	Subject	(present) Finite	(say) Predicator	Complement
	Mood		Residue	

I	can	tell	you	that I would easily qualify for this position due to the quality that I have
Subject	Finite	Predicator	Complement	Complement
Mood				

because	as a person,	I	'm	very	committed	to everything I do
	Adjunct	Subject	Finite	Adjunct	Complement	Adjunct
	Mood			Residue		

once	I	have		a goal,
Adjunct	Subject	(present) Finite	(have) Predicator	Complement
Mood			Residue	

I	would	put	all my efforts	to reach	it
Subject	Finite	Predicator	Complement	Predicator	Complement
Mood	Residue				

I	'm	open-minded,
Subject	Finite	Complement
Mood	Residue	

I	'm	honest
Subject	Finite	Complement
Mood	Residue	

and	I	'm	a hardworker	too.
	Subject	Finite	Complement	Adjunct
	Mood	Residue		

moreover,	I	have	an experience of being the chief of MPK	for two years
	Subject	Finite	Complement	Adjunct
	Mood	Residue		

when	I	was	in senior high school
	Subject	Finite	Adjunct
	Mood	Residue	

thus,	I	have		a good foundation	to lead EDSA
	Subject	(present) Finite	(Have) Predicator	Complement	Adjunct
	Mood		Residue		

as a leader,	I	will	bring	this organization	to be the best and the most qualified in this university
Adjunct	Subject	Finite	Predicator	Complement	Adjunct
	Mood		Residue		

I	may	say	that the previous period was not successful
Subject	Finite	Predicator	Complement
Mood		Residue	

since	the solidarity among the members		was	not strong enough
	Subject		Finite	Complement
	Mood			Residue

If	I	'm	elected	as the chief of EDSA,
	Subject	Finite	Predicator	Adjunct
	Mood		Residue	



as our motto, “EDSA, strengthen each other!”,	I	would like	to make	EDSA	a professional students organization which is supported by the sense of solidarity among its members
Adjunct	Subject	Finite	Predicator	Complement	Complement
Residue	Mood				

so that	everyone	will	feel	accepted
	Subject	Finite	Predicator	Complement
	Mood		Residue	

because	when	every member	has		a sense of having and loving each other
		Subject	(present) Finite	(have) Predicator	Complement
		Mood		Residue	

it	will	be	easier	for an organization	to reach its goal
Subject	Finite	Predicator	Complement	Adjunct	Adjunct
Mood		Residue			

and as a result	the organization, in this case, EDSA,	will	be	more productive
	Subject	Finite	Predicator	Complement
	Mood		Residue	

I	will	maintain	all programs that EDSA has before.
Subject	Finite	Predicator	Complement
Mood	Residue		

I	also	would like	to conduct	EDSA meeting	twice a month
Subject	Adjunct	Finite	Predicator	Complement	Adjunct
Mood			Residue		

so that	we	will	know	the progress from each division
	Subject	Finite	Predicator	Complement
	Mood		Residue	

I	'd like to	have	a gathering program	for EDSA staffs
Subject	Finite	Predicator	Complement	Adjunct
Mood	Residue			

and	this program	can	be	in the form of having meals together, doing outbound activity, or having a trip together
	Subject	Finite	Predicator	Complement
	Mood		Residue	

I	expect		that this program will make EDSA more solid and strong
Subject	(present) Finite	(expect) Predicator	Complement
Mood		Residue	

I	would	also	together with the other members	will	try	to make	innovations in doing EDSA's events such as EDSA week, EFF, and EDSA nite,
Sub-	Finite	Adjunct	-ject	Finite	Predicator	Predicator	Complement
Mood					Residue		

so that	every event	could	be done	maximally, efficiently, and successfully
	Subject	Finite	Predicator	Adjunct
	Mood		Residue	

and	I	'm	very	open	to every member, everyone, who wants to share anything, any kind of problems related to EDSA
	Subject	Finite	Adjunct	Complement	Adjunct
	Mood			Residue	

and	I	will	try	my best	to help, support, and give any suggestions needed
	Subject	Finite	Predicator	Complement	Adjunct
	Mood		Residue		

and at last,	I	promise		to give	you	the best results for EDSA
	Subject	(present) Finite	(promise) Predicator	Predicator	Complement	Complement
	Mood		Residue			

if	I	'm	elected,	I	will	be	very	committed	to everything I do
	Subject	Finite	Predicator	Subject	Finite	Predicator	Adjunct	Complement	Adjunct
	Mood		Residue	Mood		Residue			

and	I	would like	to be	a great chief of EDSA
	Subject	Finite	Predicator	Complement
	Mood		Residue	

even if	I	'm	not elected,
	Subject	Finite	Predicator
	Mood		Residue

I	would	love	to help	Contribute (contributing) in the plans	for next year	from the candidate that wins,
Subject	Finite	Predicator	Predicator	Complement	Adjunct	Adjunct
Mood		Residue				

but	you	should	still	vote	for me, Andyani Larasati,	as the chief of EDSA
	Subject	Finite	Adjunct	Predicator	Adjunct	Adjunct
	Mood			Residue		

because	I	will	never	let	you	down.	thank you
	Subject	Finite	Adjunct	Predicator	Complement	Adjunct	Complement
	Mood			Residue			Residue

### Mood Analysis – Sample 8

good afternoon	my dear voters
Complement	
Residue	Vocative

my name	's	Apsari Murbiyani.
Subject	Finite	Complement
Mood		Residue

at this fortunate circumstance	I	would like	you	to consider	me	as the chief of EDSA.
Adjunct	Subject	Finite	Complement	Predicator	Complement	Adjunct
	Mood					
Residue						

as a person,	I	have		the qualification	for this position
Adjunct	Subject	(present) Finite	(have) Predicator	Complement	Adjunct
Mood			Residue		

I	'm	honest, discipline, responsible, hardworker, and very committed to everything I do
Subject	Finite	Complement
Mood		Residue

as a leader,	I	will	bring	this organization, EDSA,	to be the most productive and professional organization,
Adjunct	Subject	Finite	Predicator	Complement	Adjunct
Residue		Mood			

to be the number one,	not only in this faculty but also in this university.
Adjunct	Adjunct

my dear voters,	as	we	know		that our organization in the previous period was so lack of solidarity
Vocative		Subject	(Present) Finite	(know) Predicator	Complement
		Mood		Residue	

I	feel		that our organization needs some fresh ideas and new brand of leadership
Subject	(present) Finite	(feel) Predicator	Complement
Mood		Residue	

therefore,	if	I	'm	elected	as the chief of EDSA,
		Subject	Finite	Predicator	Adjunct
		Mood		Residue	

I	'm going to	continue	the hardwork,	make	change	and	build	a solid and strong organization
Subject	Finite	Predicator	Complement	Predicator	Complement		Predicator	Complement
Mood		Residue						

I	'm	sure	that you all want to see improvement in this organization
Subject	Finite	Adjunct	Complement
Mood		Residue	

thus,	I	will	dedicate	myself	and	drive	success	to this organization
	Subject	Finite	Predicator	Complement		Predicator	Complement	Adjunct
	Mood		Residue					

one of my program	is	I will make a regular meeting to the board to discuss, control, and evaluate our work						
Subject	Finite	Complement						
Mood		Residue						



in addition,	for all members,	I	will	make	a gathering event regularly	to keep solidarity among the members
	Adjunct	Subject	Finite	Predicator	Complement	Adjunct
	Residue	Mood				

well,	I	may not	state	my planned program	one by one	now
	Subject	Finite	Predicator	Complement	Adjunct	Adjunct
	Mood	Residue				

because	that	may	make	you	bored
	Subject	Finite	Predicator	Complement	Complement
	Mood	Residue			

and	I	don't want to	make	this speech	any longer
	Subject	Finite	Predicator	Complement	Adjunct
	Mood	Residue			

one of, one thing	is	for sure	that I will do my best to attend to your needs and wants
Subject	Finite	Adjunct	Complement
Mood	Residue		

if	you	are	ready	to take on	new challenges
	Subject	Finite	Complement	Predicator	Complement
	Mood	Residue			

I	'm	ready	to guide you
Subject	Finite	Complement	Predicator
Mood	Residue		

if	you	are	ready	to succeed
	Subject	Finite	Complement	Predicator
	Mood	Residue		

I	'm	ready	to help
Subject	Finite	Complement	Predicator
Mood	Residue		

I	'm	ready	to learn	new thing
Subject	Finite	Complement	Predicator	Complement
Mood	Residue			

with everyone else	in order to, in order to be able to accept and work with the new changers
Adjunct	Adjunct

if	there	's	one thing to remember about my speech
	Subject	Finite	Complement
	Mood		Residue

it	's	that I will try my hardest to fulfil my duties
Subject	Finite	Complement
Mood		Residue

and	I	will not	let	you	down
	Subject	Finite	Predicator	Complement	Adjunct
	Mood		Residue		

so,	remember,
	Predicator
	Residue

don't	forget to vote	for me	on Thursday the 6th May,	Apsari Murbiyani,	as the chief of EDSA
Finite	Predicator	Adjunct	Adjunct	Complement	Adjunct
Mood	Residue				

I	would	really	appreciate	your vote.
Subject	Finite	Adjunct	Predicator	Complement
Mood	Residue			

thank you very much
Complement

### Mood Analysis – Sample 9

hi	everyone
Complement	Vocative
Residue	

my name	's	Laela Febriatun
Subject	Finite	Complement
Mood	Residue	

and	I	'm	running	for the president of SAFEL
	Subject	Finite	Predicator	Adjunct
	Mood		Residue	

should	you	vote	me?
Finite	Subject	Predicator	Complement
Mood	Residue		

yes,	you	should	surely
Adjunct	Subject	Finite	Adjunct
Residue	Mood		

I	'm	average height
Subject	Finite	Complement
Mood	Residue	

(I)	have		average looks
Subject	(present) Finite	(have) Predicator	Complement
Mood	Residue		

but	in the end,	I	'm not	as average as you may think
	Adjunct	Subject	Finite	Complement
	Residue	Mood		

as a person,	I	'm	very	committed	to everything I do
	Subject	Finite	Adjunct	Complement	Adjunct
	Mood			Residue	

I	'm	very	interested	in culture and all the unique(ness)	
Subject	Finite	Adjunct	Complement	Adjunct	
Mood			Residue		

I	love		learning something new
Subject	(present) Finite	(love) Predicator	Complement
Mood		Residue	

I	'm	friendly, active, strong
Subject	Finite	Complement
Mood		Residue

and	the most important one,	I	always	bring		honesty	inside my life
	Adjunct	Subject	Adjunct	(present) Finite	(bring) Predicator	Complement	Adjunct
	Residue		Mood				

for me,	honesty	is	the best policy	in all
Adjunct	Subject	Finite	Complement	Adjunct
Residue		Mood		

and	I	'm	also	easy-going
	Subject	Finite	Adjunct	Complement
Residue				Mood

so	I	will	always	available	to talk	to you
	Subject	Finite	Adjunct	Complement	Predicator	Adjunct
Residue				Mood		

and with all my personalities,	I	'm	extremely	sure	we can recognize each other and cooperate together
Adjunct	Subject	Finite	Adjunct	Complement	Complement
Residue		Mood			

as a leader,	I	will	bring	this organization	to be the most favorite student organization	in this college
Adjunct	Subject	Finite	Predicator	Complement	Adjunct	Adjunct
Residue		Mood				

together,	I	will	make	innovation	to some events
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Adjunct	Subject	Finite	Predicator	Complement	Adjunct
Residue	Mood				

absolutely,	I	will	make	all events	more interesting and fun
Adjunct	Subject	Finite	Predicator	Complement	Complement
Mood			Residue		

we	will	learn	many cultures	in fun way
Subject	Finite	Predicator	Complement	Adjunct
Mood		Residue		

I	will	represent	foreigners from some countries, especially from Korea, Germany, France, and England
Subject	Finite	Predicator	Complement
Mood		Residue	

it	is	expected	to improving our skill in learning foreign language as native speakers
Sub-	Finite	Adjunct	-ject
Mood		Residue	



not only that,	I	will	also	add	one or two more languages
Adjunct	Subject	Finite	Adjunct	Predicator	Complement
Residue	Mood				

so	we	have		more knowledge about other languages
	Subject	(present) Finite	(have) Predicator	Complement
	Mood		Residue	

and the last,	I	will	redesign	our camp	of course	to be cozier, more colorful and more homey
	Subject	Finite	Predicator	Complement	Adjunct	Adjunct
	Mood		Residue			

I	know		some of you probably aren't familiar with who I am
Subject	(present) Finite	(know) Predicator	Complement
Mood		Residue	

but	I	look forward to		getting to know	you
	Subject	(present) Finite	(look forward to) Predicator	Predicator	Complement
	Mood		Residue		

while	we	plan		these events	together
	Subject	(present) Finite	(plan) Predicator	Complement	Adjunct
	Mood		Residue		

of course,	I	really	need		your participants and your loyalty	to make all these things be happened
Adjunct	Subject	Adjunct	(present) Finite	(need) Predicator	Complement	Adjunct
	Mood		Residue			

so,	everyone,	I	'm	here	today,	standing	in front of all you,	giving	a speech,
	Vocative	Subject	Finite	Adjunct	Adjunct	Predicator	Adjunct	Predicator	Complement
		Mo-		Residue					

and	probably	looking	a bit ridiculous
	Adjunct	Predicator	Complement
	-od	Residue	

however,	I	'm	ready	to face	the challenges that might come along with this position
	Subject	Finite	Complement	Predicator	Complement
	Mood		Residue		

everyone sitting here today	is	a privileged member of this outstanding university
Subject	Finite	Complement
Mood	Residue	

and	I	want to	take	the opportunity	to let your voice be hear(d)
	Subject	Finite	Predicator	Complement	Adjunct
	Mood		Residue		

if	I	'm	elected
	Subject	Finite	Predicator
	Mood		Residue

I	will	open	my eyes and ears	to the all the students of this university
Subject	Finite	Predicator	Complement	Adjunct
Mood	Residue			

furthermore,	I	will	try	my best	to make this college to be something that we can look forward to everyday
	Subject	Finite	Predicator	Complement	Adjunct
	Mood	Residue			

so	everyone,	don't	forget to vote	me, Laela,	as the president of SAFEL.
	Vocative	Finite	Predicator	Complement	Adjunct
		Mood	Residue		

I	'm	sure	you won't regret it
Subject	Finite	Complement	Complement
Mood	Residue		

thank you
Complement
Residue

# **APPENDIX B**

## **Data Analysis**

### **Sheet**

**Data Analysis Sheet - Sample 1**

Code	Data	Mood Types			Person Systems			Modal Commitment		
		Ind		Imp	1st	2nd	3rd	H	M	L
		Dc	Int							
IM.S1/001	hi everyone	v								
IM.S1/002	good morning	v								
IM.S1/003	I'm very respectful to be nominated as president of SAFEL	v			v			v		
IM.S1/004	thank you very much for your believing given to me	v			v	v				
IM.S1/005	today, I would like to share you about my vision, mission, and program	v			v	v			v	
IM.S1/006	my vision is to make SAFEL as the best student activities in campus	v			v				v	
IM.S1/007	and my mission is to make SAFEL as the place to everyone who wants to study about every culture in the world	v			v				v	
IM.S1/008	SAFEL, as the student activities, have to increase the existence in campus area	v						v		

IM.S1/009	actually, not just in campus	v								
IM.S1/010	but we have to increase our existence in other universities	v			v			v		
IM.S1/011	and then to increase our existence, we have to widening our relationship with others organization, especially with organization which concentrate in language activities	v			v			v		
IM.S1/012	if I (am) elected as the president of SAFEL	v			v					
IM.S1/013	I will continue the programs before	v			v				v	
IM.S1/014	but I will add some program like the cross cultural understanding program	v			v				v	
IM.S1/015	it will be very useful for us, for everyone who want to know about cultures from other countries	v					v		v	
IM.S1/016	also, it will be useful to understand about behavioristic of people from other countries	v					v		v	

IM.S1/017	maybe we can do some activities such as culture festival event or table manner event or <i>et cetera</i>	v			v					v
IM.S1/018	I will bring this organization to be the best, productive and competitive student activities in campus	v			v				v	
IM.S1/019	and the last, I will optimize every programs in SAFEL	v			v				v	
IM.S1/020	I believe we will be the best partner and make SAFEL better than before	v			v				v	
IM.S1/021	so don't forget to vote me Tias Mafazatu as the president of SAFEL			v	v					
IM.S1/022	thank you	v								
<b>TOTAL</b>		21	0	1	15	2	2	4	10	1



**Data Analysis Sheet - Sample 2**

Code	Data	Mood Types			Person Systems			Modal Commitment		
		Ind		Imp	1st	2nd	3rd	H	M	L
		Dc	Int							
IM.S2/001	good morning everyone	v								
IM.S2/002	my name's Ratna Rismayanti	v			v					
IM.S2/003	I'm a semester 4 student of English education department	v			v					
IM.S2/004	and I 'm running for English department student association or EDSA chief 2014	v			v					
IM.S2/005	professional, solid, and innovative, these are my goals of the year and ones that I promise to deliver on	v			v					
IM.S2/006	dear friends, today's election is important to both short-term and long-term future of edsa	v								
IM.S2/007	that is why we need strong leadership	v			v					
IM.S2/008	I would like to remind you all that the position of chief is not a figurehead	v			v	v			v	

IM.S2/009	this is a real job with a real hardwork and strong dedication	v								
IM.S2/010	and I feel that I 'm the best qualified candidate to perform the job and assume the role	v			v					
IM.S2/011	I come out bringing new energy and new enthusiasm to the edsa	v			v					
IM.S2/012	I have a modest track record in the school academic as well as participation in activities	v			v					
IM.S2/013	furthermore, I'm ready to work with willingness for your benefits	v			v	v				
IM.S2/014	if you empower me with your confidence and trust	v			v	v				
IM.S2/015	I will work as well as I can, using the time management and critical thinking skills I have attained through my experience	v			v				v	

IM.S2/016	well friends, paying meaningless lip service to some important issues is no longer an option	v								
IM.S2/017	the time has come for action	v								
IM.S2/018	here, I have identified the crucial issues that need concerted and immediate intervention and solutions	v			v					
IM.S2/019	in academic area, my goal is ensuring all members to have good achievements in their academic	v			v		v			
IM.S2/020	and my program is making forum for debate, study club, and some public speaking practices	v			v					
IM.S2/021	in organizational area, I want to create a solid, professional team work to increase the quality of edsa and its members	v			v		v			
IM.S2/022	together, we will find the best possible solutions to the core obstacles of edsa	v			v				v	

IM.S2/023	under my leadership, edsa will become your platform to voice your concerns, a medium to project envisioned solutions and a forum for constructive debate	v			v	v			v	
IM.S2/024	so, remember to vote me, Ratna Rismayanti, for EDSA chief 2014			v	v					
IM.S2/025	do not forget			v						
IM.S2/026	thank you	v				v				
<b>TOTAL</b>		24	0	2	19	5	2	0	4	0

**Data Analysis Sheet - Sample 3**

Code	Data	Mood Types			Person Systems			Modal Commitment		
		Ind		Imp	1st	2nd	3rd	H	M	L
		Dc	Int							
IM.S3/001	hi everybody	v								
IM.S3/002	good morning	v								
IM.S3/003	I'm nurin afifah	v			v					
IM.S3/004	and I'm running for a position to be a SALC manager	v			v					
IM.S3/005	thank you for considering me to be the next SALC manager	v			v	v				
IM.S3/006	since first, I have been a passionate advocate to be the SALC manager	v			v					
IM.S3/007	because I want to arrange the more practical efficient library for our freshmen	v			v					
IM.S3/008	I'm experienced in such organization	v			v					
IM.S3/009	since I have been a member of SALC for two years	v			v					
IM.S3/010	and I have been a member of EDSA for two years	v			v					

IM.S3/011	in those period, I have found some motivation to improve our effectiveness of having an English library	v			v					
IM.S3/012	and also how it can be more interesting for freshmen	v					v			v
IM.S3/013	I feel that I 'm thoroughly capable of handling the responsibility that is given to be a manager on the executive board of SALC	v			v			v		
IM.S3/014	I'm honest, capable, confident, open-minded and friendly	v			v					
IM.S3/015	if I (am) elected	v			v					
IM.S3/016	I will continue to improve the quality of our staffs, and the publication of SALC to be more interesting for freshmen and also to make a comfortable SALC to be visited	v			v				v	
IM.S3/017	I care about your interests and your voice	v			v	v				

IM.S3/018	I care about making SALC opportunities are equally distributed as possible for each and every one of you	v			v	v				
IM.S3/019	I will not make my decisions on my own	v			v				v	
IM.S3/020	and I will make them based on our discussion	v			v				v	
IM.S3/021	come			v						
IM.S3/022	share ideas			v						
IM.S3/023	and I will make them true	v			v				v	
<b>TOTAL</b>		21	0	2	18	3	1	1	4	1

**Data Analysis Sheet - Sample 4**

Code	Data	Mood Types			Person Systems			Modal Commitment		
		Ind		Imp	1st	2nd	3rd	H	M	L
		Dc	Int							
IM.S4/001	hi EDS members	v								
IM.S4/002	my name's Windy Harsiwi	v			v					
IM.S4/003	and I'm running for the president of English debating society or EDS	v			v					
IM.S4/004	now, I 'm the secretary of EDS	v			v					
IM.S4/005	and I have been the member of SAFEL and EDS for two years	v			v					
IM.S4/006	my motto is "be a first rate version of yourself, not a second rate version of someone else"	v			v					
IM.S4/007	as a person, I 'm very strict to myself	v			v			v		
IM.S4/008	I commit with everything I do	v			v					
IM.S4/009	and I 'm not an easily give up person	v			v					



IM.S4/010	my vision is to make our EDS to be well-known across Asia	v			v				v	
IM.S4/011	and my mission is to make EDS' members more capable in debating	v			v				v	
IM.S4/012	well, there are also some reasons you should vote for me	v			v	v			v	
IM.S4/013	first is I'm very responsible	v			v			v		
IM.S4/014	even though I do debate, tennis, plus a lot of afterlecture activities	v			v					
IM.S4/015	I still turn in all my assignments on time	v			v					
IM.S4/016	and I'm a straight-a student	v			v					
IM.S4/017	second, I'm a good leader	v			v					
IM.S4/018	I will listen to people's opinions, keep aware of issues that concern the student body, and make myself accessible	v			v				v	
IM.S4/019	I will make sure that I represent the views of the student body	v			v				v	

IM.S4/020	third, I have had a lot of experience in debating	v			v					
IM.S4/021	I have gone through Asia as the representative of our university	v			v					
IM.S4/022	and the last is that I'm the kind of people who can work in every situation	v			v					
IM.S4/023	because for me, the real winners are the people who look every situation with an expectation that they can make it work or make it better	v			v		v			v
IM.S4/024	let's make our EDS better			v	v					
IM.S4/025	if I 'm elected	v			v					
IM.S4/026	I will add some programs, such as debate for children, intern debate in Yogyakarta state university, and rehearsal with native speaker or lecturer once in three months	v			v				v	
IM.S4/027	guys, I won't say about the bad side of the previous president	v			v				v	

IM.S4/028	but the point is that action is louder than words	v								
IM.S4/029	we can start over and over	v			v					v
IM.S4/030	but if our actions don't change	v			v					
IM.S4/031	the words become meaningless	v								
IM.S4/032	let's change			v	v					
IM.S4/033	vote for me, Windy Harsiwi			v	v					
IM.S4/034	and I'll make sure you won't be disappointed	v			v	v			v	
IM.S4/035	again, vote for me, Windy Harsiwi as the EDS president			v	v					
IM.S4/036	thank you	v				v				
<b>TOTAL</b>		32	0	4	32	3	1	2	8	2

**Data Analysis Sheet - Sample 5**

Code	Data	Mood Types			Person Systems			Modal Commitment		
		Ind		Imp	1st	2nd	3rd	H	M	L
		Dc	Int							
IM.S5/001	good morning everyone	v								
IM.S5/002	my name is Rachmat Nur Hisyam	v			v					
IM.S5/003	and at this very fortunate occasion, I'd like you to consider me as the English debating society president	v			v	v			v	
IM.S5/004	as one of the candidates of English debating society president, I realize that I have to fulfill some qualifications like honest, responsible, punctual, and excellent	v			v			v		
IM.S5/005	and I believe I have accomplished the qualifications as well	v			v					
IM.S5/006	it is proven by the achievement that I had for several years as the most valuable student in the campus	v			v					

IM.S5/007	however I got the achievement	v			v					
IM.S5/008	I don't even forgot to finish my student task on time	v			v					
IM.S5/009	as a debater, I have reached some attainments on debating competition such as the winner of English debating championship of Yogyakarta, the runner-up of national English debating championship	v			v					
IM.S5/010	and I have prepared to be the only delegation of UNY for world debating championship that will be held in Tokyo, Japan	v			v					
IM.S5/011	besides that, I have trusted as the adjudicator of some English debating contests	v			v					
IM.S5/012	in addition, I have been in charge of being the general manager of the human resources development of English debating society	v			v					

IM.S5/013	because of my achievement in the past, I 'm strongly ready to lead you all to be better organization, to reach more achievement, to increase the knowledge, to expand the experience, and, of course, to bring English debating society as, to the top of the magnificence	v			v	v		v		
IM.S5/014	as my promise in the campaign, I will give some resolutions to the organization to be better	v			v				v	
IM.S5/015	I will optimize the use of facilities we have	v			v				v	
IM.S5/016	I will make some activities to increase our creativity	v			v				v	
IM.S5/017	I will make some progress on training the debater as a good adjudicator	v			v				v	
IM.S5/018	and for all the mission, I have planned to finish them in 300 days of my period leading	v			v		v			

IM.S5/019	I will not give anything to you without the support that you give which can encourage me to give, to, to do everything for English debating society to be better	v			v	v			v	
IM.S5/020	so vote for me, Rachmat, as the English debating society president in the period of 2013/2014			v	v					
IM.S5/021	thank you	v				v				
<b>TOTAL</b>		20	0	1	19	4	1	2	6	0

**Data Analysis Sheet - Sample 6**

Code	Data	Mood Types			Person Systems			Modal Commitment		
		Ind		Imp	1st	2nd	3rd	H	M	L
		Dc	Int							
IM.S6/001	my name's danar khoirunnisa	v			v					
IM.S6/002	and I'm running for safel president	v			v					
IM.S6/003	as a person, I'm really full of commitment with everything I do	v			v			v		
IM.S6/004	I'm really strict to the rules which the safel has	v			v			v		
IM.S6/005	I'am honest, good at presenting, organizing other members whenever we have event, leading, communicating to someone I just recently knew	v			v					
IM.S6/006	and. and moreover, I do not know the words "surrender" nor "give up"	v			v					
IM.S6/007	so I will take all the risk whenever it is possible to take	v			v		v		v	



IM.S6/008	as a leader, I will bring safel to its glorious age again as what it used to be	v			v		v		v	
IM.S6/009	we know safel once had its golden era and used to be able to make a lot of achievement done by the members, of course	v			v		v			
IM.S6/010	but now, it is nothing more than an organization consisting of students who want to learn language	v					v			
IM.S6/011	therefore, we need something to bring safel back to its old day	v			v		v			
IM.S6/012	in order to make it possible, I offer you a chance by contributing myself as its president	v			v	v	v			v
IM.S6/013	if I'm elected as the president	v			v					
IM.S6/014	I will hold a main event of this year by mixing all the languages which safel deals with into one occasion or we can say in one event	v			v				v	v

IM.S6/015	in this event, there will be native speakers from all languages who will share to us how to impress attract a president or a director of a company, any company outside this country, or in the simple way how to get ourselves implied in any company	v			v				v	
IM.S6/016	later on, I will provide you a better order of organization by not only providing you an opportunity to learn languages in this beloved campus,in this faculty but also providing you an opportunity to have a chance to languages abroad outside this country by including all the members into student-exchange program	v			v	v			v	
IM.S6/017	and I guarantee	v			v					

IM.S6/018	I'll make sure all of the members, will be able to bypass the requirements needed	v			v				v	
IM.S6/019	this way, we will have a better safel as what it used to be and what it should be	v			v		v		v	
IM.S6/020	so, vote for me, danar, as the president of safel during this year period			v	v					
IM.S6/021	thank you	v				v				
<b>TOTAL</b>		20	0	1	19	3	7	2	7	2

**Data Analysis Sheet - Sample 7**

Code	Data	Mood Types			Person Systems			Modal Commitment		
		Ind		Imp	1st	2nd	3rd	H	M	L
		Dc	Int							
IM.S7/001	good afternoon my beloved friends	v								
IM.S7/002	it's a great pleasure for me to be here in this occasion today	v			v					
IM.S7/003	my name's Andyani Larasati	v			v					
IM.S7/004	I'm running for the position of the chief of edsa	v			v					
IM.S7/005	and as you know	v				v				
IM.S7/006	I'm a second-year-student of English Education Department	v			v					
IM.S7/007	my dearest friends, a wiseman says that an effective leadership is not about making speeches or being liked; leadership is defined by the results not the attributes	v			v					

IM.S7/008	I can tell you that I would easily qualify for this position due to the quality that I have	v			v	v			v	v
IM.S7/009	because as a person, I'm very committed to everything I do	v			v			v		
IM.S7/010	once I have a goal,	v			v					
	I would put all my efforts to reach them	v			v		v		v	
IM.S7/011	I'm very open-minded	v			v			v		
IM.S7/012	I'm honest	v			v					
IM.S7/013	and I'm a hardworker too	v			v					
IM.S7/014	moreover, I have an experience of being the chief of MPK for two years	v			v					
IM.S7/015	when I was in senior high school	v			v					
IM.S7/016	thus, I have a good foundation to lead EDSA	v			v					
IM.S7/017	as a leader, I will bring this organization to be the best and the most qualified organization in this university	v			v				v	

IM.S7/018	I may say that the previous period was not successful	v			v					v
IM.S7/019	since the solidarity among the members was not strong enough	v								
IM.S7/020	if I'm elected as the chief of edsa	v			v					
IM.S7/021	as our motto, "edsa, strengthen each other", I would like to make edsa a professional students organization which is supported by the sense of solidarity among its members	v			v		v		v	
IM.S7/022	so that everyone will feel accepted	v							v	
IM.S7/023	because when every member has a sense of having and loving each other	v								
IM.S7/024	it will be easier for an organization to reach its goal	v					v		v	
IM.S7/025	and as a result, the organization, in this case, edsa, will be more productive	v							v	

IM.S7/026	I will maintain all programs that edsa has before	v			v				v	
IM.S7/027	I also would like to conduct edsa meeting twice a month	v			v				v	
IM.S7/028	so that we will know the progress from each division	v			v				v	
IM.S7/029	I'd like to have a gathering program for edsa staffs	v			v				v	
IM.S7/030	and this program can be in the form of having meals together, doing outbound activity, or having a trip together	v								v
IM.S7/031	I expect that this program will make edsa more solid and strong	v			v				v	
IM.S7/032	I would also, together with the other members, will try to make innovations in doing EDSA's events such as EDSA week, EFF, and EDSA nite	v			v				v	
IM.S7/033	so that every event could be done maximally, efficiently, and successfully	v								v

IM.S7/034	and I'm very open to every member, everyone, who wants to share anything, any kind of problems related to EDSA	v			v			v		
IM.S7/035	and I will try my best to help, support, and give any suggestions needed	v			v				v	
IM.S7/036	and at last, I promise to give you the best results for EDSA	v			v	v				
IM.S7/037	if I'm elected,	v			v					
	I will be very committed to everything I do	v			v				v	
IM.S7/038	and I would like to be a great chief of edsa	v			v				v	
IM.S7/039	even if I'm not elected	v			v					
IM.S7/040	I would love to help contribute in the plans for next year from the candidate that wins	v			v				v	
IM.S7/041	but you should still vote for me, Andyani Larasati, as the chief of edsa	v			v	v			v	
IM.S7/042	because I will never let you down	v			v	v			v	



IM.S7/043	thank you	v				v				
<b>TOTAL</b>		45	0	0	35	6	3	3	19	4

**Data Analysis Sheet - Sample 8**

Code	Data	Mood Types			Person Systems			Modal Commitment		
		Ind		Imp	1st	2nd	3rd	H	M	L
		Dc	Int							
IM.S8/001	good afternoon my dear voters	v			v					
IM.S8/002	my name's Apsari Murbiyani	v			v					
IM.S8/003	at this fortunate circumstance I would like you to consider me as the chief of EDSA	v			v	v			v	
IM.S8/004	as a person, I have the qualification for this position	v			v					
IM.S8/005	I'm honest, discipline, responsible, hardworker, and very committed to everything I do	v			v			v		
IM.S8/006	as a leader, I will bring this organization, EDSA, to be the most productive and professional organization, to be the number one, not only in this faculty but also in this university	v			v				v	

IM.S8/007	my dear voters, as we know that our organization in the previous period was so lack of solidarity	v			v					
IM.S8/008	I feel that our organization, EDSA, needs some fresh ideas and new brand of leadership	v			v					
IM.S8/009	therefore, if I'm elected as the chief of EDSA	v			v					
IM.S8/010	I'm going to continue the hardwork, make change and build a solid and strong organization	v			v				v	
IM.S8/011	I'm sure that you all want to see improvement in this organization	v			v	v				
IM.S8/012	thus, I will dedicate myself and drive success to this organization	v			v				v	
IM.S8/013	one of my program is I will make a regular meeting to the board to discuss, control, and evaluate our work	v			v				v	

IM.S8/014	in addition, for all members, I will make a gathering event regularly to keep solidarity among the members	v			v				v	
IM.S8/015	well, I may not state my planned program one by one now	v			v					v
IM.S8/016	because that may make you bored	v				v				v
IM.S8/017	and I don't want to make this speech any longer	v			v					
IM.S8/018	one of, one thing is for sure that I will do my best to attend to your needs and wants	v			v	v			v	
IM.S8/019	if you are ready to take on new challenges	v				v				
IM.S8/020	I'm ready to guide you	v			v	v				
IM.S8/021	if you are ready to succeed	v				v				
IM.S8/022	I'm ready to help	v			v					
IM.S8/023	I'm ready to learn new thing with everyone else in order to, in order to be able to accept and work with the new changers	v			v					

IM.S8/024	if there's one thing to remember about my speech	v			v					
IM.S8/025	it's that I will try my hardest to fulfill my duties	v			v		v		v	
IM.S8/026	and I will not let you down	v			v	v			v	
IM.S8/027	so, remember			v						
IM.S8/028	don't forget to vote for me on Thursday the 6 <sup>th</sup> May, Apsari Murbiyani, as the chief of EDSA			v	v					
IM.S8/029	I would really appreciate your vote	v			v	v			v	
IM.S8/030	thank you very much	v				v				
<b>TOTAL</b>		28	0	2	25	10	1	1	10	2

**Data Analysis Sheet - Sample 9**

Code	Data	Mood Types			Person Systems			Modal Commitment		
		Ind		Imp	1st	2nd	3rd	H	M	L
		Dc	Int							
IM.S9/001	hi everyone	v								
IM.S9/002	my name's Laela Febriatun	v			v					
IM.S9/003	and I 'm running for the president of SAFEL	v			v					
IM.S9/004	should you vote me?		v		v	v			v	
IM.S9/005	yes, you should, surely	v				v		v	v	
IM.S9/006	I'm average height	v			v					
IM.S9/007	(I) have average looks	v			v					
IM.S9/008	but in the end, I'm not as average as you may think	v			v	v				v
IM.S9/009	as a person, I'm very committed to everything I do	v			v			v		
IM.S9/010	I'm very interested in culture and all the unique	v			v			v		
IM.S9/011	I love learning something new	v			v					
IM.S9/012	I'm friendly, active, strong	v			v					
IM.S9/013	and the most important one, I always bring honesty inside my life	v			v			v		

IM.S9/014	for me, honesty is the best policy in all	v			v					
IM.S9/015	and I'm also easy-going	v			v					
IM.S9/016	so I will always available to talk to you	v			v	v		v	v	
IM.S9/017	and with all my personalities, I'm extremely sure we can recognize each other and cooperate together	v			v			v		
IM.S9/018	as a leader, I will bring this organization to be the most favorite student organization in this college	v			v				v	
IM.S9/019	together, I will make innovation to some events	v			v				v	
IM.S9/020	absolutely, I will make all events more interesting and fun	v			v			v	v	
IM.S9/021	we will learn many cultures in fun way	v			v				v	
IM.S9/022	I will represent foreigners from some countries, especially from Korea, Germany, France, and England	v			v				v	

IM.S9/023	it is expected to improving our skill in learning foreign language as native speakers	v			v					
IM.S9/024	not only that, I will also add one or two more languages	v			v				v	
IM.S9/025	so we have more knowledge about other languages	v			v					
IM.S9/026	and the last, I will redesign our camp, of course to be cozier, more colorful, and more homey	v			v				v	
IM.S9/027	I know some of you probably aren't familiar with who I 'm	v			v	v			v	
IM.S9/028	but I look forward to getting to know you	v			v	v				
IM.S9/029	while we plan these events together	v			v					
IM.S9/030	of course, I really need your participants and your loyalty to make all these things be happened	v			v	v		v		
IM.S9/031	so, everyone, I'm here today, standing in front of all you, giving a speech, and	v			v	v			v	



	probably looking a bit ridiculous									
IM.S9/032	however, I'm ready to face the challenges that might come along with this position	v			v					v
IM.S9/033	everyone sitting here today is a privileged member of this outstanding university	v			v					
IM.S9/034	and I want to take the opportunity to let your voices be hear	v			v	v				
IM.S9/035	if I'm elected	v			v					
IM.S9/036	I will open my eyes and ears to the all the students of this university	v			v				v	
IM.S9/037	furthermore, I will try my best to make this college to be something that we can look forward to everyday	v			v				v	
IM.S9/038	so everyone, don't forget to vote me, Laela, as the president of SAFEL			v	v					
IM.S9/039	I'm sure you won't regret it	v			v	v			v	
IM.S9/040	thank you	v				v				
<b>TOTAL</b>		38	1	1	37	11	0	8	15	2

